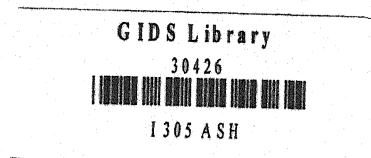


SOCIAL ASSESSMENT STUDIES
OF
DISTRICT SHAHJAHANPUR

Sponsored by
U P EDUCATION FOR ALL PROJECT
STATE PROJECT OFFICE
LUCKNOW



Conducted by
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CHAPTER I

DISTRICT SHAHJAHANPUR

The District

The district of Shahjahanpur is situated in the South-East corner of the Rohilkhand Division. Its boundary touches the boundaries of six other districts. To its East lies Kheri, to the South Hardoi and Farrukhabad, to the West lies Bareilly and Badaun and to the North lies Pilibhit. Shahjahanpur is essentially an agricultural district. During the middle of the 19th Century, it was considered to be one of the most prosperous districts. As a mark of its prosperity, English businessmen set up a sugar factory and a distillery at Roza in 1853. It was also considered an important Military Centre during the period. The district was carved out in 1813 prior to which it was part of Bareilly district.

The total geographical area of Shahjahanpur is spread over 4,575 square kilometres. This area is divided into four Tehsils namely Powayan, Tilhar, Jalalabad and Sadar. These Tehsils are further divided into 14 Community Development Blocks, namely, Banda, Khutar, Powayan, Sindhauli, Khudaganj, Katra, Jaitipur, Tilhar, Nigohi, Kant, Dadrol, Bhawalkhera, Kalan, Mirzapur and Jalalabad. Further, in 1993-94 there

were 126 Nyaya Panchayats and 1,410 Gram Sabhas. Out of the 2,425 villages that make up the district 2,130 are inhabited and 295 are uninhabited. There are 11 towns in the district and three Nagar Palikas.

Shahjahanpur is a gentle undulating plain, intersected by numerous streams flowing in a south-easterly direction. Even though there are no hills or mountains in the district the level surface is varied by many troughs and depressions. In the North part of the district there are stretches of tarai areas characterized by swamps and forests and are sparsely populated. About three to four decades ago a major portion of North Shahjahanpur was under forests but of late the land has been developed and big agricultural farms have come up in the area. The area under forests is now just 2.4 per cent (4,984 hectares) of the total area of the district. North Shahjahanpur has dense forests due to excessive rainfall in the area. These forests abound in Sal and Kauron trees.

On the East part of the district flow three rivers - Kachhna, Gomti and Khannaut. On the West side Katna, Doha, Sendha, Bahgul, Ramganga and Ganga forms the basin of rivers. Thus, these areas are prone to floods. This area is largely covered by Dhak forests.

Population

The total population of Shahjahanpur in 1991 was 19,87,395. Out of this 55.07 per cent (10,94,363) were males

and the rest, i.e. 44.93 per cent (8,93,032) were females. 79 per cent of the district's population (15,74,764) lives in its villages and 21 per cent (4,12,631) lives in cities and towns. The percentage of the district's urban population is higher than that of the state's (19.84 per cent). About 18 per cent of the population (3,58,051) belongs to the Scheduled castes while only 392 persons belong to the Scheduled Tribes. Muslims make up 17.57 per cent (3,49,169) of the population.

The density of population in Shahjahanpur is (as in 1991) 434 persons per square kilometre which is lower than the state average of 473. Further, the sex ratio for the same year in the district was 816 women per thousand males which is significantly lower than the state average of 879. During the decade 1981-91 the population in the district has grown at a rate of 20.6 per cent, while in the state this growth has been at the rate of 25.16 per cent which is significantly higher.

The main workers constitute 30.9 per cent of Shahjahanpur's population in the 1991 Census. At the state level their percentage is slightly lower at 29.7 per cent. The male main workers are 55.08 per cent of the total male population in Shahjahanpur as compared with 49.31 per cent in the State. What is more striking, however, is that the female main workers are just 1.37 per cent in the district as compared to 7.45 per cent for the state. This shows that the female main workers are only a miniscule part of the total

main workers. Of the total main workers in Shahjahanpur in 1991. 79.87 per cent were engaged in the primary sector, 5.06 per cent in secondary and 15.07 per cent in tertiary sector. At the state level this proportion is 73.08, 8.90 and 18.02 per cent respectively. Among those engaged in primary sector (79.87 per cent) 64.9 per cent were farmers. The economic conditions of a majority of them was extremely poor. According to Agricultural Census 1992-93 we find that the size of 68.8 per cent of agricultural land holdings was less than one hectare. They covered only 29 per cent of the total area under cultivation. Another 18.3 per cent of the holdings were in one and less than two hectares. Thus, 87.1 per cent of the total number of holdings were of less than 2 hectare. The area under these holdings was 54.5 per cent of total agricultural land in the district.

Infrastructural Facilities

The District of Shahjahanpur is served by a length of 1,140 kilometres of metalled road. Out of this 915 kms. is managed by the Public Works Department. Road communication in the interior areas of the district is very meagre. The number of Railway Stations in the district are 23 and the total length of railway lines in the area is 106 kms.

Out of the total inhabited villages, i.e. 2,130, 56 per cent (1,193) have electricity while all the 11 towns have

been electrified. The total number of electrified Harijan Bastis was 796. Of the total consumption of electricity 45.4 per cent (1993-94) is consumed by the agricultural sector.

All the 2,130 inhabited villages of Shahjahanpur have taps/hand-pumps and all the 11 towns have taps to provide safe drinking water.

The total cropped area in the district is 5,68,378 hectares and the net cropped area is 3,53,996 hectares. Out of this 80.5 per cent (i.e. 4,57,414 hectares) of the total area is irrigated and the net irrigated area is 2,78,080 hectares. The main source of irrigation in the district are tubewells, public as well as private, which irrigate 64.38 per cent of the net irrigated area. There are 432 public and 4,726 private tubewells and 67,684 private pump sets in the district. Wells are second in order of importance irrigating 20.8 per cent of the net irrigated area. Next come 892 kms. long canals which irrigate 13.5 per cent of the net irrigated area. Ponds and some other sources irrigate 1.38 per cent of the net irrigated area. The Western part of Shahjahanpur is irrigated by canals which are fed by the Sharda Canal System.

In 1993-94 there were 52 Primary Health Centres, 23 Family and Child Care Centres and 303 Sub-Centres in the district. Hospitals numbered 80 out of which 25 were Allopathic, 39 Ayurvedic, 11 Homeopathic and 5 Unani. In 1993-94 for every lakh of population there were only 3.7 hospitals and Primary Health Centres in the district.

In 1993-94 there were 297 Post Offices - 35 in urban areas and 262 in rural areas. In the same year there were 2,994 Telephone connections in the district. In the same year there were 81 branches of Nationalized Banks and 23 other Commercial Banks. Besides 35 Rural Banks and 18 Co-Operative Banks and 8 branches of the Co-Operative Agriculture and Rural Development Bank existed in the district.

As far as Family Planning is concerned, the position of the district is at par with that of the state. 33.08 per cent of the eligible couples were effectively protected by contraception as compared to 34.54 per cent in U.P. as a whole during 1991-92. The district ranks 46th out of 63 districts in this regard. Of these couples almost a similar proportion preferred sterilization (16.48 per cent) and spacing methods (16.60 per cent).

Economy

The economy of Shahjahanpur is based primarily on agriculture. More than 79 per cent of the main workers in the district work in this sector either as farmers (64.9 per cent) or as agricultural labour (14.5 per cent). The economic condition of a vast majority of these main workers is miserable. 68.8 per cent of the total holdings are below one hectare in size covering only 29 per cent of the cultivated area. Further, 87 per cent of the total holdings

are of less than two hectares in size covering only 54 per cent of the cultivated area. An idea of the vast gap between the small and big farmers can be had from the fact that 1.77 per cent of the holdings are above five hectares in size covering 13 per cent of the total cultivated area. Of the main workers, 4.8 per cent were engaged in trade while 2.9 per cent were engaged in non-family businesses. 1.3 per cent were also running family businesses, 1.4 per cent were engaged in the transport industry, 0.8 per cent in the construction industry and 0.5 per cent in mining and quarrying.

The total cropped area in Shahjahanpur is 5,68,378 hectares of which 62.28 per cent is net sown area. Of the total land in the district 2.45 per cent is under forests, 7.03 per cent is fallow, 1.93 per cent is barren, 1.27 per cent is now barren but fit for cultivation in the future and 8.61 per cent is under use for purposes other than agricultural. The scope of bringing more area under cultivation is not promising. Agricultural production can be increased only by resorting to double cropping and adopting improved methods of production. Both rabi as well as kharif crops are harvested in the district. The main kharif crops are paddy, jowar, bajra and maize. The main rabi crops grown are wheat, gram, peas and masoor. The main cash-crops grown are sugar-cane, potato, tobacco, opium and groundnut. The oilseeds production in 1992-93 was 2,575 thousand metric tonnes.

Animal Husbandry seems to be an important source of supplementing income for the rural population. According to the 1988 livestock Census there were 10,61,237 heads of cattle in the district. In 1993-94 there were 30 veterinary hospitals, 26 animal development centres, 29 artificial insemination centres and 18 sub-centres in the district.

Industrially, Shahjahanpur is a backward district. There were only 243 registered manufacturing units in 1988-89 out of which only 141 were working. Among them a total of 8,851 persons were working. During 1993-94 Small Scale Units number 1,675 out of which 245 were engineering units, 401 were handicraft, 42 were hand-loom, 308 were processing units, 1 was a chemical, and 678 were other units. There were also 580 Khadi and Village Industries Units under the Khadi Gramodyog. In 1993-94 a total of 5,315 people were working in these industries.

Literacy

The district Shahjahanpur is poorly placed in the area of literacy. It occupies 53rd rank among the 63 districts of Uttar Pradesh. Against 41.60 per cent of literates in the state the district has 32.07 per cent. The gap between the literacy rates of the state and the district is of 9.53 per cent. This gap is significantly wider in the case of

literacy rates for total males (13.05 per cent) and rural males (13.54 per cent). The comparative literacy rates of Shahjahanpur and Uttar Pradesh are presented in Table 1.

Table 1 : LITERACY RATES FOR 1991

Population	Shahjahanpur	Uttar Pradesh
Total	32.07	41.60
Rural	27.15	36.66
Urban	50.63	61.00
Male (Total)	42.68	55.73
Female (Total)	18.59	25.31
Male (Rural)	38.57	52.11
Female (Rural)	12.28	19.02
Male (Urban)	59.03	69.98
Female (Urban)	40.92	50.38

Source : Narayan, G. and Others, Family Planning Programme in Uttar Pradesh : Issues for Strategy Development, Centre for Population and Development Studies, Hyderabad, 1994.

As stated above the difference in the state and the district literacy rates was that of 9.53 per cent. From Table 1 we find the differences were higher in case of urban population (10.37 per cent) than rural (9.51 per cent); in case of males (13.05 per cent) than females (6.72 per cent);

in case of rural males (13.54 per cent) than urban males (10.95 per cent); and, in case of urban females (9.46 per cent) than rural females (6.74 per cent).

Within district Shahjahanpur and within Uttar Pradesh the differences in per cent literates are presented in Table 2.

Table 2 : PERCENTAGE DIFFERENCE IN LITERACY RATES

Population	Shahjahanpur	Uttar Pradesh
Male - Female (Total)	24.09	30.43
Male - Female (Rural)	26.29	33.09
Male - Female (Urban)	18.11	19.60
Urban - Rural	23.48	24.34
Urban - Rural (Male)	20.46	17.87
Urban - Rural (Female)	28.64	31.36

Source : Narayan, G. and Others, Family Planning Programme in Uttar Pradesh : Issues for Strategy Development, Centre for Population and Development Studies, Hyderabad, 1994.

Table 3 shows the literacy rates in different blocks of the district. The data shows that among the 14 blocks seven had higher literacy rates among the rural population of the district. The seven blocks had higher literacy rates among their male population than among the total rural males in the district. In six blocks the literacy rates among their

Table 3 : BLOCK-WISE LITERACY RATES IN DISTRICT SHAHJAHANPUR

Block	Literacy Rates		
	Total	Male	Female
Banda	29.82	40.96	16.00
Khutar	30.48	41.25	16.77
Powayan	31.90	43.27	17.54
Sindhauli	25.03	36.90	9.98
Khudaganj Katra	32.26	45.94	14.39
Jaitipur	23.87	34.57	9.05
Tilhar	28.31	41.33	11.69
Nigohi	25.69	37.57	10.26
Kanth	29.62	42.04	13.38
Dadrol	21.87	32.73	7.96
Bhawal Khera	27.72	39.04	13.45
Kalan	22.37	31.93	8.96
Mirzapur	25.51	36.73	10.49
Jalalabad	25.59	36.57	10.76
Total (Rural)	27.15	38.57	12.28

female population were higher than among rural males of the district. Block Khudaganj Katra has highest percentage of literates (32.26) followed by block Powayan (31.90) and block Khutar (30.48). Block Dadrol has the lowest percentage of

literate (21.87) followed by block Kalan (22.37). Block Khudaganj Katra has the highest percentage of male literates (45.94) followed by block Powayan (43.27) and Kanth (42.04) while block Kalan has the lowest percentage of male literates (31.93) followed by block Dadrol (32.73). Block Powayan has the highest literacy rates for females (17.54) followed by block Khutar (16.77) and block Banda (16.00) while block Dadrol has the lowest literacy rates for females (7.96) followed by block Kalan (8.96).

Educational Scenario in the District

Table 4 describes the educational scenario in the district during 1994-95. As can be seen clearly the facilities for education of children in the district are quite poor. The educational scenario indicate the reason for the district occupying 53rd place in literacy among the 63 districts of the state. There are a total of 1,432 Junior Basic, 199 Senior Basic and 51 Higher Secondary Schools for a total of 2130 villages and 11 towns in the district. The number of educational institutions at all levels is insufficient. At least 287 villages have no Junior Basic School in nearby areas and children of these villages have to cover a distance of 3 kms. to more than 5 kms. to reach school. Similarly, boys belonging to 810 and girls of 1451 villages have to walk for more than 5 kms. to reach Senior

Basic School. Boys belonging to 1718 and girls to 2006 villages have to walk for more than 5 kms. to reach a Higher Secondary School.

Table 4 : EDUCATIONAL SCENARIO OF DISTRICT SHAHJAHANPUR

Educational Level	No. of Schools		No. of Students		No. of Teachers	
	Total	Girls	Total	Girls	Total	Female
Junior Basic	1432	-	262162	94366	3529	664
Senior Basic	199	30	46142	11791	1228	197
Higher Secondary	51	10	58015	24056	790	240
Degree	3	-	4272	NA	96	NA

The estimated population in the age group 6-11 and 11-14 years of the district was 3,13,940 and 2,09,294 respectively. On the basis of this population 83.51 per cent of children were enrolled in Junior Basic and only 22.05 per cent in Senior Basic Schools. As compared, the percentage of children in this age group enrolled in the state was 91.32 and 27.47 respectively.

A comparative picture of Junior Basic Schools in Shahjahanpur and Uttar Pradesh over a period of two years is presented in Table 5. It indicate the following features :

Table 5 : COMPARATIVE POSITION OF JUNIOR BASIC EDUCATION IN SHAHJAHANPUR AND UTTAR PRADESH

	Shahjahanpur		Uttar Pradesh	
	1993-94	1994-95	1993-94	1994-95
No. of Schools	1391	1432	79522	82023
Per Cent Children enrolled in JBS	78.48	83.51	85.82	91.32
Average Students per School	177.12	183.07	197.67	203.92
Girls per School	62.38	65.90	74.81	78.88
Teachers per School	2.51	2.46	3.37	3.29
Female Teachers per School	0.47	0.46	0.62	0.60
Students per Teacher	70.63	74.29	58.72	61.91

(a) As against Uttar Pradesh, the percentage of children enrolled among the total children in 6-11 years age group has been significantly lower in Shahjahanpur.

(b) Average number of all students as well as girls per school has been lower in Shahjahanpur as compared to Uttar Pradesh.

(c) Average number of all teachers as well as female teachers per school has been significantly lower in Shahjahanpur as against Uttar Pradesh.

(d) Average number of students per teacher has been significantly higher in Shahjahanpur as compared to Uttar Pradesh.

A further analysis of the data indicate that in comparison to Uttar Pradesh progress in the field of primary education in Shahjahanpur has been at par with the progress at the state level, except in the case of increase in the number of Junior Basic Schools. The increase in number of Junior Basic Schools in Shahjahanpur was 2.95 per cent in 1994-95 over 1993-94 as against 3.15 per cent in Uttar Pradesh.

The increase in enrolment of children in Shahjahanpur and Uttar Pradesh during 1994-95 over 1993-94 has been at par, i.e. 6.41 per cent. Similarly, the rate of increase in enrolment of girls in the district and the state during the same period has been the same, i.e. 8.75 per cent.

The number of teachers increased in Shahjahanpur during 1994-95 over 1993-94 by 1.18 per cent while in Uttar Pradesh the increase in their number was by 0.93 per cent. The increase in the number of female teachers in Shahjahanpur during the same period was by 0.91 per cent and in the state by 0.89 per cent.

The Selected Blocks

The basic characteristics of population, as per Census 1991, of the blocks selected in Shahjahanpur for the present study are presented in Table 6.

Table 6 : SOME CHARACTERISTICS OF POPULATION OF SELECTED BLOCKS

Block	Popula- tion	Scheduled Castes (%)	Literacy Percentage		
			Male	Female	Total
Jalalabad	148057	15.08	36.57	10.76	25.59
Powayan	101077	28.95	43.27	17.54	31.90
Bhawal Khera	144686	25.14	39.04	13.45	27.72
Kant	111703	19.65	42.04	13.38	29.62
Nigohi	104880	19.35	37.57	10.26	25.69
District Total (Rural)	1574764	20.25	38.57	12.28	27.15

In the district 79.24 per cent of the population was living in rural areas. The district has 18.02 per cent of the population of Scheduled Castes, 17.57 per cent of Muslims

and a significant proportion of persons belonging to the Other Backward Castes. The composition of the population itself indicate that a vast majority of them were economically poor and socially and educationally backward.

The socio-economic backwardness is reflected in the low literacy rates of the district (32.07 per cent) which placed the district in 53rd position among the 63 districts of the state. The literacy rates for males (42.68 per cent) placed the district at 56th position while for female literacy (18.59 per cent) at 49th position. The literacy rates for the population living in rural areas of the district were significantly low, i.e., 27.15 per cent for total, 38.57 per cent for males and 12.28 per cent for females.

Among the blocks selected for Social Assessment Study Powayan had the highest literacy rate among the total rural population (which had the highest percentage of literates among males and females) followed by block Kant, Bhawal Khera, Nigohi and Jalalabad. The highest literacy rates among females were found in block Powayan (17.54 per cent) and lowest in Nigohi (10.26 per cent).

The information for the selected blocks provided by the district officials of the Education Department is presented in Table 7.

Table 7 : SOME INFORMATION ABOUT THE SELECTED BLOCKS

Information	Jalal- abad	Powayan	Bhawal- Khera	Kant	Nigohi
No. of Villages	206	193	181	194	136
No. of Gram Sabhas	129	98	116	112	99
No. of Nyaya Panchayats	13	8	9	9	8
Females per 1000 males	775	818	819	794	803
1981-91 Population					
Growth Rate	15.9	23.2	19.5	12.7	22.9
Density of Population	366	334	416	335	400
Estimated Population in					
6-11 years	23890	16824	24338	20567	11890
Junior Basic Schools	145	107	115	126	95
Senior Basic School (Total)	19	16	17	14	12
Senior Basic School (Girls)	5	5	4	3	3
High School/Intermediate	-	1	1	2	1
Degree Colleges	-	-	-	-	-
% Enrolled in JBS	76.0	85.2	75.3	76.7	89.0
Students per Teacher in					
JBS	60	79	56	59	84
Schemes in operation					
for Girl child	-	-	-	-	-
Schemes for SC children	Scholar- ship Rs.12 pm	Scholar- ship Rs.12 pm	Scholar- ship Rs.12 pm	Scholar- ship Rs.12 pm	Scholar- ship Rs.12 pm
Schemes for Muslim children	Scholar- ship (Not for all)	Scholar- ship (Not for all)	Scholar- ship (Not for all)	Scholar- ship (Not for all)	Scholar- ship (Not for all)
Schemes for All Students	3 kgs rice per child pm	3 kgs rice per child pm	3 kgs rice per child pm	3 kgs rice per child pm	3 kgs rice per child pm

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The Selected Villages

Out of a total of 14 blocks, five were selected for the present study. From each of the blocks two villages were selected on the basis of discussion with the block level Education Officials. The villages were selected keeping in mind : (a) a sizeable population of socially disadvantaged groups, especially from the perspective of education, i.e. the Scheduled Castes and Muslims; and (b) where the situation

Table B : SOME CHARACTERISTICS OF THE SELECTED VILLAGES

Block	Villages	Population			% of Liter- rates (App- rox.)	No. of child- ren in 6-11 years	Enrol- ment rate (Approx)	Primary School	
		Total	S.C.	Muslim				Pub- lic	Pri- vate
Jalala- bad	Bhatadewar	986	210	150	28.3	150	73.3	Yes	No
	Dolapur	645	125	20	23.5	105	70.5	Yes	No
Powayan	Jewan	1800	870	200	32.4	275	74.6	Yes	No
	Gangai	750	416	15	22.2	115	73.9	Yes	No
Bhawal Khera	Hathora- Buzurg	2600	1050	200	23.2	355	62.5	Yes	No
	Basulia	2800	1200	500	32.0	402	78.1	Yes	No
Kant	Jamuniya	2100	650	450	28.0	325	73.9	Yes	No
	Mohanpur	1562	200	175	36.0	248	84.7	Yes	No
Nigohi	Hamzapur	1350	110	550	24.2	159	75.5	No	Yes
	Sanda	2400	450	975	28.3	345	72.5	Yes	No

with regard to enrolment/drop-out of girls and socially disadvantaged children was either especially bad or particularly good. The villages selected from the five blocks are listed in Table 8.

The data presented in Table 8 is based on the information provided by the Gram Pradhan/Members of Gram Sabha/knowledgeable persons. The four villages from block Bhawal Khera and block Powayan were selected keeping in view the high Scheduled Castes population while the villages from block Nigohi were selected on the basis of the fairly large Muslim population. The villages from block Jalalabad were selected on the basis of the high population of Backward Castes. The villages from block Kant were selected because of the mixed character of population. The villages from block Powayan - Jewan and Gangai had 48.3 and 55.5 per cent Scheduled Castes population respectively while the villages from block Bhawal Khera - Basulia and Hathaura Buzurg had 42.9 and 40.4 per cent Scheduled Castes population respectively. In block Jalalabad the Other Backward Castes constituted 41.6 per cent and 50.4 per cent of the population in villages Bhatadewar and Dolapur respectively.

In block Nigohi Muslims comprised of 40.7 per cent and 40.6 per cent of the population in villages Hamzapur and Sanda respectively. In the villages of block Kant the population was of a mixed character. The data of the

villages shows a positive trend in the relationship between literacy rate and enrolment rate. There is also a significant indication that the higher enrolment rate is not necessarily the result of the existence of a private school in the village.

CHAPTER II

SOCIO-ECONOMIC PROFILE OF THE SAMPLE RESPONDENTS

The education of a child depends on a number of conditions, the socio-economic background being one of the important. In this chapter, a brief profile of the socio-economic conditions of the sample respondents, i.e., their guardians is provided. The Social Assessment Study was designed to cover also the sample households from the villages selected for this purpose, so as to have an idea of the opinion and attitude of the parents about the school education of their children.

For the purpose of the present study two villages from each of the five blocks were selected for the Focus Group Discussions. From each of these villages 10 households were also selected on a simple random sampling basis. The heads of these households were interviewed to find out the conditions of schooling of their children, their attitude towards the school system of education and the education of their children in general and girls in particular.

As far as the socio-economic background is concerned, the age and sex of the respondents are important in relation to their attitude towards education of children in general and girls in particular. Of the total number of respondents, 80 per cent were males and the rest 20 per cent were females.

Table 1 : SEX-WISE AND AGE-WISE DISTRIBUTION OF SAMPLE RESPONDENTS OF SHAHJAHANPUR DISTRICT

Block	Villages	Respondents			Age Group of Respondents					
		Male	Female	Total	Upto 30		31-45		46+	
					Male	Female	Male	Female	Male	Female
Jalala- bad	Bhatadewar	8 (80.0)	2 (20.0)	10 (100)	1 (10.0)	-	5 (50.0)	2 (20.0)	2 (20.0)	-
	Dolapur	6 (60.0)	4 (40.0)	10 (100)	1 (10.0)	1 (10.0)	5 (50.0)	3 (30.0)	-	-
Powayan	Jewan	10 (100.0)	-	10 (100)	-	-	6 (60.0)	-	4 (40.0)	-
	Gangai	8 (80.0)	2 (20.0)	10 (100)	-	-	8 (80.0)	2 (20.0)	-	-
Bhawal Khera	Hathaura Buzurg	7 (70.0)	3 (30.0)	10 (100)	-	1 (10.0)	6 (60.0)	2 (20.0)	1 (10.0)	-
	Basulia	9 (90.0)	1 (10.0)	10 (100)	-	-	9 (90.0)	1 (10.0)	-	-
Kant	Jamuniya	7 (70.0)	3 (30.0)	10 (100)	1 (10.0)	-	6 (60.0)	3 (30.0)	-	-
	Mohanpur	8 (80.0)	2 (20.0)	10 (100)	1 (10.0)	-	6 (60.0)	2 (20.0)	1 (10.0)	-
Nigohi	Sanda	9 (90.0)	1 (10.0)	10 (100)	-	-	6 (60.0)	1 (10.0)	3 (30.0)	-
	Hamzapur	8 (80.0)	2 (20.0)	10 (100)	1 (10.0)	1 (10.0)	7 (70.0)	1 (10.0)	-	-
Total		80 (80.0)	20 (20.0)	100 (100)	5 (5.0)	3 (3.0)	64 (64.0)	17 (17.0)	11 (11.0)	-

Only in village Jewan of block Powayan all the respondents were males. Most of the respondents, i.e. 81 per cent belonged to the middle, i.e., 31-45 years age group. Of these 64 per cent were males and 17 per cent females. 11 per cent of the respondents were above 46 years in age and only 8 per cent of the respondents were young, i.e. below 30 years of age (Table 1).

The caste of a child in our socio-economic system determines his opportunities for education. In the 10 villages of Shahjahanpur 41 per cent of the respondents interviewed were Scheduled Castes. Of the respondents in Gangai village of block Powayan 90 per cent belonged to these castes and 70 per cent of respondents each in village Jewan (block Powayan) and Hathaura Buzurg (block Bhawal Khara) and 60 per cent of those interviewed in Basulia of the same block belonged to the Scheduled Castes.

About one-fourth (26 per cent) of the respondents were Muslims. Most of the respondents in village Sanda (90 per cent) and Hamzapur (80 per cent) of block Nigohi and 50 per cent of Bhatadewar, block Jalalabad were Muslims. One-fifth (20 per cent) of the respondents belonged to the Other Backward Castes and 13 per cent to the General Castes. Out of a total of ten villages respondents belonging to the Scheduled Castes were included in 8 villages; Other Backward Castes and General Castes in 7 villages each and Muslims in 5 villages (Table 2).

Table 2 : CASTE-WISE DISTRIBUTION OF RESPONDENTS

Block	Villages	General Castes	Scheduled Castes	OBC	Muslims
Jalalabad	Bhatadewar	-	2(20.0)	3(30.0)	5(50.0)
	Dolapur	-	3(30.0)	7(70.0)	-
Powayan	Jewan	3(30.0)	7(70.0)	-	-
	Gangai	1(10.0)	9(90.0)	-	-
Bhawal Khera	Hathaura Buzurg	2(20.0)	7(70.0)	1(10.0)	-
	Basulia	3(30.0)	6(60.0)	1(10.0)	-
Kant	Jamuniya	1(10.0)	3(30.0)	3(30.0)	3(30.0)
	Mohanpur	2(20.0)	4(40.0)	3(30.0)	1(10.0)
Nigohi	Sanda	1(10.0)	-	-	9(90.0)
	Hamzapur	-	-	2(20.0)	8(80.0)
Total		13(13.0)	41(41.0)	20(20.0)	26(26.0)

The educational qualifications of a person determines his/her perception about education and his/her attitude towards the school system of education. The education of the child to a great extent also depends on educational background of the family and its head. Nearly one-third (31 per cent) of the total respondents in the 10 villages were illiterate; 21 per cent (15 per cent males 6 per cent females) were educated upto the primary level and 34 per cent (31 per cent males 3 per cent females) had education upto the High School level; and 14 per cent (all males) were educated above the High School level (Table 3).

Table 3 : EDUCATIONAL BACKGROUND OF RESPONDENTS

Block	Villages	Educational Background									
		Illiterate		Literate		Upto Primary		Upto High School		Above High School	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Jalalabad	Bhatadewar	1 (10.0)	-	-	-	5 (50.0)	-	1 (10.0)	2 (20.0)	1 (10.0)	-
	Dolapur	3 (30.0)	4 (40.0)	-	-	-	-	2 (20.0)	-	1 (10.0)	-
Powayan	Jewan	5 (50.0)	-	-	-	1 (10.0)	-	2 (20.0)	-	2 (20.0)	-
	Gangai	1 (10.0)	-	-	-	2 (20.0)	2 (20.0)	5 (50.0)	-	-	-
Bhawal Khera	Hathaura Buzurg	3 (30.0)	1 (10.0)	-	-	2 (20.0)	2 (20.0)	2 (20.0)	-	-	-
	Basulia	2 (20.0)	1 (10.0)	-	-	2 (20.0)	-	4 (40.0)	-	1 (10.0)	-
Kant	Jamuniya	2 (20.0)	3 (30.0)	-	-	-	-	5 (50.0)	-	-	-
	Mohanpur	2 (20.0)	2 (20.0)	-	-	2 (20.0)	-	3 (30.0)	-	1 (10.0)	-
Nigohi	Sanda	-	-	-	-	-	1 (10.0)	5 (50.0)	-	4 (40.0)	-
	Hamzapur Sikandar	1 (10.0)	-	-	-	1 (10.0)	1 (10.0)	2 (20.0)	1 (10.0)	4 (40.0)	-
TOTAL		20 (20.0)	11 (11.0)	-	-	15 (15.0)	6 (6.0)	31 (31.0)	3 (3.0)	14 (14.0)	-

The occupations of the persons determine their level of income and in turn determines their capacity to support the school going children. The occupations of the respondents have been recorded in Table 4. About three-fourths (74 per

Table 4 : OCCUPATIONAL BACKGROUND OF RESPONDENTS

Block	Villages	Occupation				
		Culti- vators	Wage Labour	Busi- ness	Service	Housewife
Jalalabad	Bhatadewar	6 (60.0)	2 (20.0)	2 (20.0)	-	-
	Dolapur	9 (90.0)	1 (10.0)	-	-	-
Powayan	Jewan	8 (80.0)	1 (10.0)	1 (10.0)	-	-
	Gangai	10 (100.0)	-	-	-	-
Bhawal Khera	Hathaura Buzurg	9 (90.0)	1 (10.0)	-	-	-
	Basulia	6 (60.0)	3 (30.0)	-	1 (10.0)	-
Kant	Jamuniya	5 (50.0)	4 (40.0)	-	1 (10.0)	-
	Mohanpur	8 (80.0)	1 (10.0)	-	1 (10.0)	-
Nigohi	Sanda	9 (90.0)	-	-	-	1 (10.0)
	Hamzapur	4 (40.0)	-	3 (30.0)	1 (10.0)	2 (20.0)
Total		74 (74.0)	13 (13.0)	6 (6.0)	4 (4.0)	3 (3.0)

cent) of the respondents were cultivators while 13 per cent were wage labourers, mostly in agriculture while 6 per cent of them were into small business and 4 per cent in regular employment. Out of a total of 20 women respondents only 3 were housewives and the 17 of them were earning. All the respondents from village Gangai of block Powayan, 90 per cent of the respondents in villages Sanda (Nigohi), Hathaura Buzurg (Bhawal Khera) and Dolapur (Jalalabad) were cultivators.

Table 5 : INCOME-WISE DISTRIBUTION OF FAMILIES OF SAMPLE RESPONDENTS

Block	Village	Income (Annual)			
		Upto 8000	8001- 11000	11001- 18000	18001 +
Jalalabad	Bhatadewar	1(10.0)	2(20.0)	4(40.0)	3(30.0)
	Dolapur	1(10.0)	4(40.0)	4(40.0)	1(10.0)
Powayan	Jewan	2(20.0)	1(10.0)	3(30.0)	4(40.0)
	Gangai	2(20.0)	3(30.0)	2(20.0)	3(30.0)
Bhawal Khera	Hathaura Buzurg	2(20.0)	2(20.0)	3(30.0)	3(30.0)
	Basulia	3(30.0)	3(30.0)	3(30.0)	1(10.0)
Kant	Jamuniya	1(10.0)	4(40.0)	4(40.0)	1(10.0)
	Mohanpur	1(10.0)	1(10.0)	5(50.0)	3(30.0)
Nigohi	Sanda	2(20.0)	1(10.0)	4(40.0)	3(30.0)
	Hamzapur	2(20.0)	2(20.0)	3(30.0)	3(30.0)
Total		17(17.0)	23(23.0)	35(35.0)	25(25.0)

The income of the family determines the level of financial support a child can get for his education. Since a large number of the respondents were either marginal farmers or wage labourers, one can not expect a high annual income in the households. A significant proportion of the families (40 per cent) of respondents were living below the poverty line, i.e. they earned upto Rs.11,000 annually. Among them 17 per cent of the families had an annual income of only upto Rs.8,000. A little over one-third (35 per cent) of the families belonged to lower income group earning between Rs.11,000 and 18,000 annually while one-fourth (25 per cent) of the families of respondents were comparatively better off earning above Rs.18,000 annually (Table 5).

CHAPTER III

PROBLEM IDENTIFICATION AND MEASURES SUGGESTED BY PARENTS

The objective of the Social Assessment Studies was to understand the basic problems with regard to education of children belonging to the socially and educationally backward group, i.e. the Scheduled Castes, Scheduled Tribes and Muslims, in general and the girl child in particular.

Besides conducting Focus Group discussions in the selected villages a sample of ten households was also selected for interviewing their heads through a structured Interview Schedule. The procedure adopted for selecting the sample of blocks, villages and the households was as under.

Since the data on enrolment and drop-out rates at the block level was not available, we selected the blocks on the basis of a higher proportion of population of the socially and educationally backward group.

The district had 18.02 per cent of the Scheduled Castes and 17.57 per cent of the Muslim population (1991 Census). We, therefore, selected two blocks having larger proportion of the Scheduled Castes and another block having a larger proportion of the Other Backward Castes. The fourth block was selected as it had a larger proportion of Muslims in its

population. The fifth block was selected on the basis of the mixed character of its population. There were no Scheduled Tribes in the district.

Thus, blocks Bhawalkhera and Powayan were selected for having a larger proportion of the Scheduled Castes population, block Jalalabad was selected for having a higher proportion of Backward Castes in its population, block Nigohi for having larger proportion of Muslims in its population and block Kant was selected as a mixed population block in which neither the Scheduled Castes nor Muslims had any significantly sizeable population.

Two villages per block were selected after discussions with the block level education officials. The criteria for selecting the villages was : (a) a sizeable population of the group on the basis of which the concerned block was identified; and (b) the percentage of children in 6-11 years age group enrolled in school. One of the villages was selected on the basis of high and the other with low enrolment rates. Since village-wise data on enrolment rates was not available, the opinion of the education officials formed the basis of selection of the villages.

From each of the villages a sample of ten households were selected and their heads interviewed. The selection of the sample of households was done on purposive random basis

as only those households were selected which had school going age children; who were either enrolled in schools, had been enrolled in the past but dropped out; or, who had never been enrolled.

Enrolment

The Table 1 shows that in the one hundred households of the ten selected villages of the district there were 213 children in 6-11 years age group, i.e. an average of 2.13 children per family. Among them 149 children (69.95 per cent) were enrolled in schools. The enrolment rates for boys were 82.7 per cent and for girls 56.3 per cent. The difference in the enrolment rates of boys and girls were found very significant in the two villages of block Nigohi, village Dolapur (block Jalalabad), village Gangai (block Powayan), village Mathora Buzurg (block Bhawalkhera) and village Jamuniya (block Kant). The enrolment rates among girls in village Jewan (block Powayan) were higher than those among boys.

Table 1 : VILLAGE-WISE AND SEX-WISE NUMBER OF CHILDREN IN SCHOOL GOING AGE,
NUMBER AND PERCENT ENROLLED IN SCHOOLS

Block	Village	Total Children			Children Enrolled			Per Cent Enrolled		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
JALALABAD	Bhata Dewar	11	13	24	10	9	19	90.9	69.2	79.2
	Dolapur	10	10	20	9	4	13	90.0	40.0	65.0
POWAYAN	Jewan	6	16	22	4	14	18	66.7	87.5	81.8
	Gangai	13	6	19	10	2	12	76.9	33.3	63.2
BHAWALKHERA	Hathora Buzurg	10	8	18	9	3	12	90.0	37.5	66.7
	Basulia	10	11	21	6	6	12	60.0	54.5	57.1
KANT	Jamuniya	16	9	25	10	3	13	62.5	33.3	52.0
	Mohanpur	11	15	26	11	11	22	100.0	73.3	84.6
NIGOHI	Sanda	12	7	19	12	4	16	100.0	57.1	84.2
	Hamzapur	11	8	19	10	2	12	90.0	25.0	63.2
TOTAL		110	103	213	91	58	149	82.7	56.3	69.9

In Table 2 we have shown the caste-wise enrolment rates in the total of 100 families of 10 villages of the district. It shows that the enrolment rates among the children belonging to the General Castes were the highest (92.0 per cent) followed by children from Muslim families (80.4 per

cent). The enrolment rates among the girls of the Scheduled Castes and the Backward castes were identical, i.e. 45.7 per cent. Among the boys of these Castes the enrolment rates had little difference : 75.5 per cent among boys of the Scheduled Castes and 67.6 per cent among boys of the Other Backward Castes. Among Muslim boys the enrolment was 100 per cent while among girls it was 58.3 per cent only. Another significant aspect of the data is that the enrolment rates among the children, boys as well as girls, belonging to the Scheduled Castes as well as Other Backward Castes were nearly the same and significantly lower than those among the children belonging to the General and Muslim families.

Table 2 : CASTE-WISE AND SEX-WISE NUMBER OF CHILDREN IN SCHOOL GOING AGE, NUMBER AND PER CENT ENROLLED IN SCHOOLS IN THE TEN SELECTED VILLAGES

Caste	Children in Families			Children Enrolled in Schools		
	Boys	Girls	Total	Boys	Girls	Total
General	4	21	25	4(100)	19(90.5)	23(92.0)
Scheduled Caste	49	35	84	37(75.5)	16(45.7)	53(63.1)
O.B.C.	30	23	53	23(67.6)	9(45.7)	32(60.4)
Muslims	27	24	51	27(100)	14(58.3)	41(80.4)
TOTAL	110	103	213	91(82.7)	58(56.3)	149(69.9)

Out of the 213 children in the 100 sample households 64 children (30 per cent) in the 6-11 years age group were out of the schools. Among the girls, the non-enrolled were 43.7 per cent while among boys such children constituted 17.3 per cent. The reasons for non-enrolment of children belonging to different caste groups are given in Table 3.

Table 3 : REASONS FOR NON-ENROLMENT OF CHILDREN OF DIFFERENT CASTE GROUPS IN THE TEN SELECTED VILLAGES OF THE DISTRICT

(Multiple Responses) N=64

Reasons for Non-Enrolment	General Caste		S.C.		O.B.C.		Muslims		Total	
	Boys (N=0)	Girls (N=5)	Boys (N=12)	Girls (N=20)	Boys (N=6)	Girls (N=8)	Boys (N=1)	Girls (N=12)	Boys (N=19)	Girls (N=45)
Child lacks interest	-	-	2 (16.7)	4 (26.0)	2 (33.3)	3 (37.5)	1 (100.0)	3 (25.0)	5 (26.3)	10 (22.2)
No utility of Education	-	-	-	-	-	2 (25.0)	-	-	-	2 (4.4)
Poor Economic Condition of family	-	1 (20.0)	10 (83.3)	9 (45.0)	3 (50.0)	3 (37.5)	1 (100.0)	4 (33.3)	14 (73.7)	17 (37.8)
Too early to send school	-	-	-	1 (5.0)	-	2 (25.0)	-	-	-	3 (6.7)
Insincere teachers in School	-	2 (40.0)	-	2 (10.0)	-	1 (12.5)	1 (100.0)	-	1 (5.3)	5 (11.1)
Inconvenient School timings	-	2 (40.0)	2 (16.7)	4 (20.0)	-	2 (25.0)	-	4 (33.3)	2 (10.5)	12 (26.7)
Needed for family Occupation	-	-	7 (58.3)	2 (10.0)	3 (50.0)	1 (12.5)	1 (100.0)	5 (41.7)	11 (57.8)	8 (17.8)
Needed for Household Work	-	5 (100.0)	4 (33.3)	17 (85.0)	-	7 (87.5)	-	10 (83.3)	4 (21.1)	39 (86.7)
Needed for Care of Siblings	-	3 (60.0)	3 (25.0)	10 (50.0)	-	6 (75.0)	-	5 (41.7)	3 (15.8)	24 (53.3)
No lady teachers in School	-	2 (40.0)	-	8 (40.0)	-	-	-	6 (50.0)	-	16 (35.6)

The most important among the multiple reasons for non-enrolment of girls was that 'they are needed to do the household work' (86.7 per cent), followed by 'their need to look after siblings in the family' (53.3 per cent), 'poor economic condition of the family' (37.8 per cent) and 'no lady teachers in school' (35.6 per cent). It seems that due to poor economic conditions the elders, male and female both, have to go out to work and earn and, therefore, the responsibility of looking-after the infants and toddlers rests on the young school going age girls. They have also to undertake routine household work in the absence of their elders. It is, however, to be noted that a sizeable proportion of the respondents also felt inhibited in sending their daughters to school in the absence of lady teachers.

As for the reasons for non-enrolment of boys is concerned it was found that due to poor economic conditions of the families (73.7 per cent) and their need in the family occupation (57.8 per cent) discourages parents for sending their sons to school and lose direct or indirect earnings. Their need for the household work (21.1 per cent) and care of siblings (15.8 per cent) also reflect their poor economic conditions. Lack of interest in education was also mentioned as reason for non-enrolment of boys (26.3 per cent) and girls (22.2 per cent). The inconvenient school timings was also mentioned by 26.7 per cent of respondents for not sending their daughters and by 10.5 per cent for not sending their sons to school.

Regularity in Attendance

The respondents were asked whether those of their children who were enrolled in schools were regular in attending their class? The respondents reported that out of 91 boys and 58 girls enrolled in schools 71 boys and 50 girls were regular. Thus, as compared to 81.2 per cent of girls 78.0 per cent of the enrolled boys were reported as regular in their schools.

Table 4 : CASTE-WISE AND SEX-WISE DISTRIBUTION OF REGULAR AND IRREGULAR CHILDREN IN SCHOOL IN THE TEN SELECTED VILLAGES

Caste	Boys (N=91)		Girls (N=58)		Total (N=149)	
	Regular	Irregular	Regular	Irregular	Regular	Irregular
General	3 (75.0)	1 (25.0)	16 (84.2)	3 (15.8)	19 (82.6)	4 (17.4)
Scheduled Castes	27 (73.0)	10 (27.0)	13 (81.3)	3 (18.7)	40 (75.5)	13 (24.5)
Other Backward Castes	18 (78.3)	5 (21.7)	9 (100.0)	-	27 (84.4)	5 (15.6)
Muslims	23 (85.2)	4 (14.8)	12 (85.7)	2 (14.3)	35 (85.4)	6 (14.6)
TOTAL	71 (78.0)	20 (22.0)	50 (86.2)	8 (13.8)	121 (81.2)	28 (18.8)

From Table 4 we find that about 81.2 per cent of the total children enrolled (boys and girls both) were reported as regular. The proportion of regular girls was significantly larger than the proportion of regular boys. All girls belonging to the other backward castes ^{were} reported ~~were~~ as regular while among Muslims 85.7 per cent followed by 84.2 per cent girls belonging to the General and 81.3 per cent to the Scheduled Castes were also reported as regular. A larger percentage of the Muslim boys (85.2 per cent) were reported as regular, while 78.3 per cent of boys belonging to the Other Backward Castes followed by 75.0 per cent to the General Castes and 73.0 per cent to the Scheduled Castes were reported as regular. Thus, from the responses of parents we may observe that over four-fifths of the enrolled children were attending their classes regularly.

The respondents were further enquired about the number of days their children had attended the school during the last month. The details of the caste-wise responses are presented in Table 5.

A comparison of responses in Tables 4 and 5 confirms two points. Firstly, a larger proportion of girls were regular in school than boys; and, secondly, in comparison to boys the attendance of girls in school remain more or less uniform throughout the year.

Among the boys belonging to the General Castes 50 per cent attended school for 16-20 days during the last month

Table 5 : CASTE AND NUMBER OF DAYS CHILDREN ATTENDED SCHOOL
LAST MONTH IN TEN SELECTED VILLAGES

Caste	No. of days attended School									
	Boys					Girls				
	Upto 10	11-15	16-20	21+	Total	Upto 10	11-15	16-20	21+	Total
General	-	-	2 (50.0)	2 (50.0)	4	-	-	3 (15.8)	16 (84.2)	19
Scheduled Castes	1 (2.7)	3 (8.1)	13 (35.1)	20 (54.1)	37	-	1 (6.2)	5 (31.3)	10 (62.5)	16
Other Backward Castes	-	-	9 (39.1)	14 (60.9)	23	-	-	1 (11.1)	8 (88.9)	9
Muslims	-	-	6 (22.2)	21 (77.8)	27	-	-	1 (7.1)	13 (92.9)	14
TOTAL	1 (3.2)	3 (3.3)	30 (32.9)	57 (62.6)	91	-	1 (1.7)	10 (17.2)	47 (81.0)	58

only while the rest 50 per cent attended school for 21 days or more. Among boys of the Other Backward Castes 39.1 per cent attended school for 16-20 days during the last month while the rest 60.9 per cent attended school for 21 days or more. Among the Muslim boys 22.2 per cent attended school for 16-20 days and 77.8 per cent attended it for 21 days or more. Among the boys belonging to the Scheduled Castes - 10.8 per

cent attended school for upto 15 days 35.1 per cent for 16-20 days during the last month and 54.1 per cent attended it for 21 days or more during the last month. Thus, over four-fifths of the Muslim boys were reported as regular (77.8 per cent) during the last month followed by those belonging to the Other Backward Castes (60.9 per cent), Scheduled Castes (54.1 per cent) and General Castes (50.0 per cent).

Among the girls 15.8 per cent of the General Castes, 31.3 per cent of the Scheduled Castes, 11.1 per cent of the Other Backward Castes, and 7.1 per cent of Muslims attended school for 16 to 20 days during the last month. 6.2 per cent of the girls belonging to the Scheduled Castes attended school for only 11-15 days during the last month. Thus, 92.9 per cent of Muslim girls were reported as regular in school during the last month followed by the girls belonging to the Other Backward Castes (88.9 per cent), General Castes (84.2 per cent) and the Scheduled Castes (62.5 per cent).

A further question in relation to the irregular students was asked to explore about their activities during their absence from school. The question was 'what do they do if they don't attend school?' The analysis of the data has been done for irregular boys and girls separately and on caste basis. The data is presented in Table 6.

Table 6 : CASTE-WISE DISTRIBUTION OF CHILDREN AND THEIR ACTIVITIES WHEN THEY DO NOT ATTEND SCHOOL

Activities	Caste									
	General		S.C.		O.B.C.		Muslims		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Domestic Work	-	3 (100.0)	-	2 (66.7)	3 (60.0)	-	1 (25.0)	2 (100.0)	4 (20.0)	7 (87.5)
Care of cattle	-	-	2 (20.0)	-	-	-	-	-	2 (10.0)	-
Care of Siblings	-	-	-	1 (33.3)	-	-	-	-	-	1 (12.5)
Agriculture Related Work	-	-	6 (60.0)	-	2 (40.0)	-	2 (50.0)	-	10 (50.0)	-
Engagement in Remunerative Work	-	-	-	-	-	-	-	-	-	-
Does Nothing, Just play	1 (100)	-	2 (20.0)	-	-	-	1 (25.0)	-	4 (20.0)	-
TOTAL	1	3	10	3	5	-	4	2	20	8

For a vast majority of the irregular girls (87.5 per cent) domestic work is the activity in which they remain engaged during their absence from school while the rest of them (12.5 per cent) look after their siblings. Half of the irregular boys (50 per cent) remain engaged in agriculture related activities while 20 per cent of them remain engaged in domestic work and 10 per cent look after their family

cattle during absence from school. One-fifth of the irregular boys, however, does nothing and just play with other children.

Drop-Outs

After enrolment and regularity in attendance in school we probed about the children who had left the school without completing their studies. The data is presented in Table 7.

Table 7 : SEX-WISE DISTRIBUTION OF CHILDREN WHO DROPPED OUT AND WHO WERE NEVER ENROLLED IN SCHOOL IN THE TEN SELECTED VILLAGES

Sex	No. of Children Dropped-Out	No. of Children Never Enrolled	Total Children Not Enrolled at Present
Boys	13 (68.4)	6 (31.6)	19 (17.3)
Girls	39 (86.7)	6 (13.3)	45 (43.7)
TOTAL	52 (81.3)	12 (18.7)	64 (30.1)

Out of the total of 64 children in the selected 100 households who were at present out of schools 52 (81.3 per cent) had joined a school earlier but left it without completing their studies. The remaining 18.7 per cent children had never been enrolled in a school. The percentage

of drop-outs among girls was significantly higher (86.7 per cent) than among boys (68.4 per cent). It further shows that a significantly larger percentage of the presently non-enrolled boys (31.6 per cent) had never joined a school. The percentage of girls in this category was 13.3 only.

A further analysis of the data for drop outs indicate that a higher percentage of boys left their studies in Class III (38.4 per cent), followed by Class IV (30.8 per cent), while a higher percentage of girls left studies in Class II (33.3 per cent), followed by Class III (28.2 per cent) and Class IV (20.5 per cent). In Table 8 we present data on caste-wise and class-wise distribution of drop-outs among boys and girls.

The data regarding drop-outs among boys and girls shows that about 15.4 per cent of the boys and 33.3 per cent of the girls left studies in Class II, 38.4 per cent of the boys and 28.2 per cent of the girls left in Class III, while 30.8 per cent boys and 20.5 per cent girls left studies in Class IV. Looking at the data we can see that a larger proportion of the girls left studies comparatively earlier (in Class II) than the boys (larger proportion left studies in Class III). Almost a similar proportion of boys (17.9 per cent) and girls (15.4 per cent) left studies in Class I. No child dropped out of school in the last year of primary education, i.e. Class V.

Table 8 : CASTE-WISE AND CLASS-WISE DISTRIBUTION OF CHILDREN
WHO DROPPED-OUT OF SCHOOL IN TEN SELECTED VILLAGES

Caste	Class in which Dropped					Total
	I	II	III	IV	V	
<u>Boys</u>						
General	-	-	-	-	-	-
Scheduled Castes	2 (22.2)	2 (22.2)	3 (33.3)	2 (22.2)	-	9 (69.2)
O.B.C.	-	-	2 (66.7)	1 (33.3)	-	3 (23.1)
Muslims	-	-	-	1 (100.0)	-	1 (7.7)
TOTAL	2 (15.4)	2 (15.4)	5 (38.4)	4 (30.8)	-	13
<u>Girls</u>						
General	1 (33.3)	-	1 (33.3)	1 (33.3)	-	3 (7.7)
Scheduled Castes	5 (31.3)	7 (43.8)	3 (18.8)	1 (6.3)	-	16 (41.0)
O.B.C.	1 (11.1)	5 (55.6)	2 (22.2)	1 (11.1)	-	9 (23.1)
Muslims	-	1 (9.0)	5 (45.5)	5 (45.5)	-	11 (28.2)
TOTAL	7 (17.9)	13 (33.3)	11 (28.2)	8 (20.5)	-	39
<u>TOTAL CHILDREN</u>						
General	1 (33.3)	-	1 (33.3)	1 (33.3)	-	3 (5.8)
Scheduled Castes	7 (28.0)	9 (36.0)	6 (24.0)	3 (12.0)	-	25 (48.1)
O.B.C.	1 (8.3)	5 (41.7)	4 (33.3)	2 (16.7)	-	12 (23.1)
Muslims	-	1 (8.3)	5 (41.7)	6 (50.0)	-	12 (23.1)
TOTAL	9 (17.3)	15 (28.8)	16 (30.8)	12 (23.1)	-	52

Caste-wise, none of the boys belonging to the General Castes had dropped out from school while 3 girls had left their studies incomplete, one each (33.3 per cent) left in Classes I, III and IV. Among the Scheduled Castes 9 boys had left their studies. Among them 33.3 per cent dropped out in Class III, while 22.2 per cent each dropped out in Classes I, II and IV. Among the girls from the same castes 16 had dropped out, 43.8 per cent in Class II, 31.3 per cent in Class I, 18.8 per cent in Class III and the rest 6.3 per cent dropped out in Class IV.

Among boys belonging to the Other Backward Castes 3 had dropped out, 66.7 per cent in Class III, while the rest 33.3 per cent left in Class IV. Among girls 9 had left their studies, 55.6 per cent in Class II, 22.2 per cent in Class III and 11.1 per cent each in Classes I and IV.

The only Muslim boy who had left his studies had dropped out in Class IV. Among girls 11 had dropped out, 45.5 per cent each in Classes IV and IV and 9 per cent in Class II.

The reasons as explained by the respondents, for leaving the studies incomplete by the children in their families are given in Tables 9 and 10.

Table 2 : CASTE-WISE DISTRIBUTION OF REASONS FOR DROP-OUT
AMONG BOYS.

(Multiple Responses)

Reasons	Caste				Total (N=13)
	General (N=9)	S.C. (N=3)	O.B.C. (N=3)	Muslims (N=1)	
Inability to bear School expenses	-	3 (33.3)	-	1 (100.0)	4 (30.8)
Earning to improve fam- ily's economic condition	-	8 (88.9)	2 (66.7)	1 (100.0)	11 (84.6)
No utility of school education	-	2 (22.2)	1 (33.3)	-	3 (23.1)
Child's lack of Interest	-	1 (11.1)	1 (33.3)	1 (100.0)	3 (23.1)
Illness	-	-	1 (33.3)	-	1 (7.7)
Harsh behaviour of Teacher	-	2 (22.2)	3 (100.0)	-	5 (38.4)
Irregular/Uncommitted Teacher	-	2 (22.2)	2 (66.7)	-	4 (30.8)
Waste of time - No proper teaching in school	-	1 (11.1)	-	-	1 (7.7)

The multiple reasons for drop-out reflect the poor economic conditions of the families as 84.6 per cent of the respondents informed that the boys were engaged in earning to improve their family's economic condition, while 30.8 per cent of the respondents expressed their inability to bear school expenses. There were also some education and school related reasons which forced the boys to leave their studies. The education related reasons included 'Child's lacks Interest' and 'No utility of School Education' (23.1 per cent each). Among the school related reasons for drop-out were 'Harsh behaviour of teachers' (38.4 per cent), 'Irregular and Uncommitted Teachers' (30.8 per cent) and 'No proper teaching in School' (7.7 per cent).

In Table 10 we present the reasons due to which the girls belonging to the families of respondents, left their studies incomplete.

Like the reasons given for leaving the studies incomplete by boys the reasons for dropping-out of schools by girls indicate economic compulsions as a major cause. As far as the reasons for dropping-out of girls, all the respondents mentioned 'Household work' while 79.5 per cent mentioned 'Looking-after siblings' and 53.8 per cent mentioned 'Inability to bear school expenses'. These reasons indicate poor economic conditions of the households, irrespective of their caste or religious background. The elder ladies in these households go out of their houses to

work and in their absence the responsibility of the routine household work becomes that of the young school-going age girls.

Table 10 : CASTE-WISE DISTRIBUTION OF REASONS FOR DROP-OUT AMONG GIRLS.

(Multiple Responses)

Reasons	Caste				Total (N=39)
	General (N=3)	S.C. (N=16)	O.B.C. (N=9)	Muslims (N=11)	
Inability to bear School expenses	1 (33.3)	13 (81.3)	4 (44.4)	3 (27.3)	21 (53.8)
Domestic Work	3 (100.0)	16 (100.0)	9 (100.0)	11 (100.0)	39 (100.0)
Looking after Siblings	2 (66.7)	15 (93.8)	8 (88.8)	6 (54.5)	31 (79.5)
Opposition in family over sending of young girls to school	3 (100.0)	-	5 (55.6)	2 (18.2)	10 (25.6)
No lady teachers in School	2 (66.7)	6 (37.5)	5 (55.6)	2 (18.2)	15 (38.5)
Teacher's indifferent attitude	-	3 (18.8)	-	-	3 (7.7)
Harsh behaviour of Teacher	1 (33.3)	6 (37.5)	1 (11.1)	1 (9.1)	9 (23.1)
Irregular/Uncommitted Teacher	1 (33.3)	6 (37.5)	1 (11.1)	1 (9.1)	9 (23.1)
No utility of school education	-	-	-	2 (18.2)	2 (5.1)

The other important personal reason was 'Opposition in the family over sending a girl to school', (25.6 per cent). The school related reasons include 'No lady teachers in school' (38.5 per cent); 'Harsh behaviour of teacher' (23.1 per cent); and 'Irregular/Uncommitted teachers' (23.1 per cent); 'Indifferent attitude of teachers' (7.7 per cent); and, 'No utility of School education' (5.1 per cent).

As stated earlier a total of 64 children (19 boys and 45 girls) were at present not enrolled in schools. They belong to 52 of the 100 families selected for interview of their heads. 50 respondents replied positively while 2 replied negatively when they were asked whether they 'would like to send their non-school going children to school and see that he/she completes studies?'

The next question that was asked related to the conditions under which it would be possible for them to (a) enrol their non-school going children; (b) see that regularity of their children is maintained in attending the school; and (c) see that the children complete their school education. Their conditions are presented in Table 11.

The significant conditions mentioned by the respondents for the enrolment of their non-school going children were :

- (i) Free supply of books, stationery, uniform and stipend to all children belonging to the poor families (50.0 per cent);
- (ii) school must have some lady teachers (32 per cent); (iii) separate school for girls (12.0 per cent); (iv) introduce

Table 11 : RESPONDENTS' CONDITIONS UNDER WHICH EDUCATION OF THEIR CHILDREN WOULD BE POSSIBLE

(Multiple Responses)

Conditions	For Enrolment (N=50)	Regularity in Attend- ance (N=50)	Completing Education (N=50)
School at convenient distance	3 (6.0)	-	-
Free supply of books, stationery & uniform and stipend to children of poor families	25 (50.0)	16 (32.0)	1 (2.0)
Dedicated and Regular Teachers/ Adequate behaviour of Teachers/ Teachers with good manners	4 (8.0)	7 (14.0)	8 (16.0)
School must have some lady Teachers	16 (32.0)	9 (18.0)	2 (4.0)
Education must have some practical utility/technical education and Home Science for girls	-	8 (16.0)	36 (72.0)
School timing & holiday pattern should match the routine life in village	2 (4.0)	9 (18.0)	3 (6.0)
Introduce play-way method of teaching in early classes/teaching through recreational activities	5 (10.0)	3 (6.0)	2 (4.0)
Separate School for girls	6 (12.0)	9 (18.0)	8 (16.0)
Facility of learning Urdu/Availability of Urdu Teachers	4 (8.0)	5 (10.0)	6 (12.0)

play-way method of teaching in early classes, teaching through recreational activities (10 per cent); (v) adequate, regular and dedicated teachers (8 per cent) and (vi) facility of learning Urdu (8 per cent). Thus, among the major

conditions expressed by the respondents one related to their weak economic condition for which they demanded free supply of learning material as well as uniform for school going children; four conditions related to the school, i.e. school must have lady teachers, play-way method of teaching in early classes, adequate, regular and dedicated teachers and facility of learning Urdu, the rest one condition related to the policy with regard to the primary education, i.e. separate school for girls.

As for maintaining regularity in attendance the major conditions expressed by the respondents included : (i) free supply of learning material, uniform and stipend to children of poor families (32.0 per cent); (ii) school must have lady teachers (18.0 per cent); (iii) school timings and holiday pattern should match routine life in the village (18 per cent); (iv) separate school for girls (18.0 per cent); (v) education must have practical utility, technical education and subject of Home Science for girls (16 per cent); (vi) adequate regular and dedicated teachers (14.0 per cent); and, (vii) facility of learning Urdu (10.0 per cent). For regularity in attendance there were two additions to the conditions mentioned for enrolment, i.e. 18 per cent of the respondents wanted the school timings and holiday pattern to coincide the routine life in the villages and another 16 per cent wanted education to have practical utility (technical education and Home Science for girls). The percentage of those demanding facility of teaching of Urdu also increased

from 8.0 per cent in connection with enrolment to 10 per cent with regard to regularity in attendance.

The most important condition that may make it possible for them to see that their children complete studies was that the education must have some practical utility/technical education and home science courses for girls. This condition was emphasized by 72.0 per cent of the respondents followed by 16.0 per cent each saying that the teachers must be dedicated and regular and there should be separate school for girls while 12.0 per cent of the interviewees also mentioned the facility of learning Urdu as a condition.

The next question put to the respondents was that 'Is any of your school going child/girl getting any assistance from school?' Out of the 149 children enrolled in school 96.6 per cent were reportedly getting some assistance while 3.4 per cent were not because they were enrolled in private schools. The respondents identified two kinds of assistance that their children were getting : the children studying in Junior Basic School (96.6 per cent) were getting rice @ 3 kgs. per head per month.

Another assistance that 37.6 per cent of the students were getting was the stipend @ Rs.12.00 per month. All the children belonging to the Scheduled Castes studying in Junior Basic Schools were getting the stipend while 8.6 per cent of the children belonging to the Other Backward Castes were also getting this assistance. No Muslim child was getting this

stipend in the sample households. The data is presented in Table 12.

Table 12 : CASTE-WISE DISTRIBUTION OF SCHOOL GOING CHILDREN GETTING ASSISTANCE FROM THEIR SCHOOL IN THE TEN SELECTED VILLAGES

(Multiple Responses)

Type of Assistance	Caste				Total
	General	S.C.	O.B.C.	Muslims	
Stipend (Rs.12 pm)	—	53	3	—	56 (37.6)
3 Kgs. Rice p.m.	23	53	30	38	144 (96.9)
None (Studying in Private Schools)	—	—	2	3	5 (3.4)

Note : A total of 149 children were reportedly enrolled by the respondents. Out of them 5 were studying in private schools. They were, therefore, not getting stipend or rice.

Stress on Education of Son/Daughter

The respondents were enquired about their attitude towards the schooling of their sons and daughters by asking 'on whose schooling you put more stress?' The options to this question were "on daughters' schooling/sons'/both."

About half of the respondents (51.0 per cent) stressed on the schooling of sons alone while 18 per cent stressed on

the schooling of their sons and daughters both. 16 per cent of the respondents stressed on the schooling of daughters alone. A significant proportion of the sample (15.0 per cent) added a new option 'None' which reflects their apathetic attitude towards the education system itself, which they probably do not consider useful for their present socio-economic conditions.

The caste-wise distribution of responses are presented in Table 13.

Table 13 : CASTE-WISE DISTRIBUTION OF RESPONSES STRESSING SCHOOLING OF CHILDREN

Caste	Stress on the Schooling of				Total
	Daughters	Sons	Both	None	
General	8 (61.5)	1 (7.7)	3 (23.1)	1 (7.7)	13
Scheduled Castes	5 (12.2)	22 (53.6)	3 (7.3)	11 (26.8)	41
Other Backward Castes	1 (5.0)	13 (65.0)	3 (15.0)	3 (15.0)	20
Muslims	2 (7.7)	15 (57.7)	9 (34.6)	-	26
TOTAL	16 (16.0)	51 (51.0)	18 (18.0)	15 (15.0)	100

The caste-wise distribution of responses indicate that 53.6 per cent of the Scheduled Castes, 65 per cent of the Other Backward Castes, 57.7 per cent of the Muslims and only 7.7 per cent of the General Castes stressed on the schooling of their sons only. On the other hand 61.5 per cent of the respondents belonging to the General Castes followed by only 12.2 per cent of the Scheduled Castes, 7.7 per cent of Muslims and 5.0 per cent of the Other Backward Castes stressed on the schooling of their daughters alone. Nearly one-fourth of the general caste (23.1 per cent), 34.6 per cent of Muslims, 15.0 per cent of the Other Backward Castes and only 7.3 per cent of the Scheduled Castes respondents maintained that they put equal stress on the schooling of sons and daughters both. A significant response from 26.8 per cent of the Scheduled Castes, 15.0 per cent of the Other Backward Castes and 7.7 per cent of the General Castes was that they do not stress on the schooling of either daughters or sons. No Muslim respondent expressed such a view.

As mentioned earlier 69.0 per cent of the respondents had stressed on the schooling of either their sons alone or sons and daughters both. From them, we enquired about the reasons for their stress on schooling of sons. In Table 14 we present the same.

Table 14 : CASTE-WISE DISTRIBUTION OF RESPONDENTS AND THEIR REASONS FOR STRESSING SCHOOLING OF THEIR SONS

(Multiple Responses)

Reasons	Caste				Total (N=69)
	General (N=4)	S.C. (N=25)	O.B.C. (N=16)	Muslims (N=24)	
He is to earn his bread	4 (100.0)	25 (100.0)	15 (93.8)	24 (100.0)	68 (98.6)
He has to add to Family's Income	4 (100.0)	24 (96.0)	16 (100.0)	24 (100.0)	68 (98.6)
He has to maintain parents in old age	—	9 (36.0)	4 (25.0)	8 (33.3)	21 (30.4)
His education enhances status of the family	3 (75.0)	18 (72.0)	14 (87.5)	16 (66.7)	51 (73.9)
Community, give prime importance to Sons' Education	1 (25.0)	2 (8.0)	6 (37.5)	6 (25.0)	15 (21.7)
No daughter	—	8 (32.0)	4 (25.0)	6 (25.0)	18 (26.1)

The stress on schooling of sons was due to the fact that they were considered bread earners for the family as well as for themselves. Almost all the respondents (98.6 per cent) stressed the education of sons because they felt that a son must earn his own bread and that his income will add to the family's income. About three-fourths (73.9 per cent) of the respondents felt that a son's education enhances the status of the family. While 30.4 per cent of the respondents

believed that their sons would maintain them in their old age while one-fifth of the respondents (21.7 per cent) said that they stress on the education of sons as the community gives prime importance to their education. About one-fourth (26.1 per cent) of the respondents stressed on their sons' education because they had no daughters.

We found no significant caste-wise differences in most important reasons for the stress on son's schooling as the respondents belonging to different castes stressed almost in equal proportion on the education of sons because : (i) he has to earn his bread; and, (ii) he has to add to the family's income. As regards reasons, more respondents belonging to the Other Backward Castes (87.5 per cent) than to the General Castes (75.0 per cent), Scheduled Castes (72.0 per cent) and Muslims (66.7 per cent) felt the education of sons enhances status of the family. A higher proportion of respondents belonging to the Scheduled Castes (36.0 per cent) than Muslims (33.3 per cent) and Other Backward Castes (25.0 per cent) felt that the son has to maintain parents during their old age.

As 51 per cent of the respondents had stressed on schooling of sons only. They were, therefore, asked about the reasons for not stressing on the schooling of their daughters as well. In Table 15 we present their multiple responses in this regard. It was found that nearly 59 per cent of the respondents thought that the responsibility for arranging the means of livelihood rests on the husband and

the daughters have to depend on their spouses for all requirements. Next, 53.0 per cent of the respondents also supported the above explanation by saying that "Marriage is the 'be-all and, end-all' in daughter's life." This, however, indicates that the parents consider marriage of their daughters as the sole aim and that marriage is treated as a culmination of a daughter's career.

Table 15 : CASTE-WISE DISTRIBUTION OF RESPONDENTS AND THEIR REASONS FOR NOT STRESSING ON SCHOOLING OF THEIR DAUGHTERS

(Multiple Responses)

Reasons	Castes				Total (N=51)*
	General (N=1)	S.C. (N=22)	O.B.C. (N=13)	Muslims (N=15)	
Marriage is the 'be-all & end-all in daughter's life	1 (100.0)	10 (45.5)	8 (61.5)	8 (53.3)	27 (52.9)
Daughter depends on her spouse for her livelihood	1 (100.0)	13 (59.1)	8 (61.5)	8 (53.3)	30 (58.8)
Difficult to digest contents of education	-	5 (22.7)	-	-	5 (9.8)
Daughter's education does not add to status of family	1 (100.0)	8 (36.4)	5 (38.5)	1 (6.7)	15 (29.4)
A suitable match for educated daughter is problematic	-	1 (4.5)	2 (15.4)	1 (6.7)	4 (7.8)
No daughter	-	8 (36.4)	4 (30.7)	6 (40.0)	18 (35.3)

*N = Respondents who stressed on schooling of sons only.

About 30 per cent of the respondents maintained that a daughter's education does not enhance the status of the family while about 35 per cent did not stress on the daughters education as they had no daughters. Some of the respondents (9.8 per cent) found it difficult for daughters to digest the contents of education while some (7.8 per cent) said that finding a suitable match for an educated daughter was problematic. Caste-wise, we observe some variations in the importance of certain reasons for not stressing on the schooling of their daughters. For example, we find that 61.5 per cent of the respondents of the Other Backward Castes felt that 'marriage is the be-all and end-all in daughters life.' In comparison, 53.3 per cent of Muslims and 45.5 per cent of the Scheduled Castes mentioned this reason. Again, 22.7 per cent of the Scheduled Castes observed that it was difficult for daughters to digest contents of education while no respondent from other castes mentioned it. The daughters' education does not add to the status of the family was mentioned by 38.5 per cent of the Other Backward Castes, 36.4 per cent of the Scheduled Castes and only 6.7 per cent of Muslim respondents.

Only 16 per cent of the respondents stressed on the schooling of daughters alone while 18 per cent had maintained equal emphasis on the schooling of sons and daughters both. Thus, 34 per cent of the sample stressed on the schooling of daughters. In Table 16 we present the caste-wise

distribution of respondents with their reasons for giving importance to daughter's education.

Table 16 : CASTE-WISE DISTRIBUTION OF RESPONDENTS AND THEIR REASONS FOR IMPORTANCE TO DAUGHTER'S EDUCATION

(Multiple Responses)

Reasons.	Caste				Total (N=34)
	Gen. (N=11)	S.C. (N=8)	O.B.C. (N=4)	Muslims (N=11)	
Educated girls remain self-reliant and confident	10 (90.9)	7 (87.5)	4 (100.0)	11 (100.0)	32 (94.1)
Increases employment opportunities	10 (90.9)	6 (75.0)	4 (100.0)	11 (100.0)	31 (91.2)
Lesser amount of dowry for educated girl	5 (45.5)	2 (25.0)	1 (25.0)	2 (18.2)	10 (29.4)
Ensure education for further generations	5 (45.5)	4 (50.0)	3 (75.0)	8 (72.7)	20 (58.8)
Education of girl can improve social status of family	-	-	-	1 (9.1)	1 (2.9)
Education makes girls conscious of their legal rights in the society	1 (9.1)	2 (25.0)	1 (25.0)	1 (9.1)	5 (14.7)
It prepare them for decision making in all walks of life	1 (9.1)	4 (50.0)	3 (75.0)	5 (45.5)	13 (38.2)
No Son	7 (63.6)	4 (50.0)	-	3 (27.3)	14 (41.2)

The Table 16 shows that almost all the respondents (94.1 per cent) felt that education makes girls self-reliant and confident; 91.2 per cent felt it increases employment opportunities for them; 58.8 per cent maintained that it

ensures education for further generations; and 29.4 per cent stressed on their education because they believed that amount of dowry will be lessened for and educated girls. Over one-third (38.2 per cent) of the respondents also felt that education prepares the girls for decision making in all walks of life while 14.7 per cent thought that education makes girls conscious of their legal rights in the society. A sizeable proportion of the respondents (41.2 per cent) stressed on the education of daughters as they had no sons.

Caste-wise, all the respondents belonging to the Other Backward Castes and Muslims, 90.9 per cent of the General Castes and 87.5 per cent of the Scheduled Castes maintained that an educated girl remains self-reliant and confident. All the respondents of Other Backward Castes and Muslims, 90.9 per cent of the General Castes and 75 per cent of the Scheduled Castes said that education increases employment opportunities for a girl while 75 per cent of the OBC, 72.7 per cent of the Muslims, 50 per cent of the Scheduled Castes and 45.5 per cent of the General Castes believed education of a girl ensures education for future generations; 75.0 per cent of the Other Backward Castes, 50.0 per cent of the Scheduled Castes, 45.5 per cent of Muslims said it prepares them for decision making in all walks of life such as in the family, panchayats and legislatures. Nearly half of the respondents of General Castes (45.5 per cent), 25.0 per cent of each of the Scheduled Castes and Other Backward Castes and 18.2 per cent of Muslims expected the burden of dowry will be

lessened if daughters are educated. However, 63.6 per cent of the General Castes, 50 per cent of the Scheduled Castes and 27.3 per cent of Muslim respondents stressed the education of daughters as they had no sons.

Desire for Change in Present Education System

The respondents were asked whether they wanted any change to be brought about in the present education system of the school. Four-fifths of them replied positively. All those belonging to the General Castes, 80.8 per cent of the Muslims, 75.6 per cent of the Scheduled Castes and 75 per cent of the Other Backward Castes wanted a change in the Education system (Table 17).

Table 17 : CASTE-WISE DISTRIBUTION OF RESPONDENTS DESIRING CHANGE IN THE PRESENT EDUCATION SYSTEM

Caste	Desire change		
	Yes	No	Total
General	13(100.0)	-	13
Scheduled Castes	31(75.6)	10(24.4)	41
Other Backward Castes	15(75.0)	5(25.0)	20
Muslims	21(80.8)	5(19.2)	26
TOTAL	80(80.0)	20(20.0)	100

Those desiring change in the present education system were probed further and asked to specify the changes they desire. Their multiple responses are presented in Table 18. The table shows that 46.3 per cent of respondents wanted education to have practical utility so that it helps them in their occupations; 20.0 per cent wanted that education should be imparted through recreation and play-way method so that study does not remain monotonous; 18.8 per cent wanted education system to emphasize on practical education rather than only book knowledge while 15 per cent felt vocational and technical education was more important and necessary.

Table 18 : CASTE-WISE DISTRIBUTION OF RESPONDENTS DESIRING DIFFERENT TYPES OF CHANGES IN THE PRESENT EDUCATION SYSTEM

Type of Change Desired	(Multiple Responses)				
	Caste				
	Gen. (N=13)	S.C. (N=31)	O.B.C. (N=15)	Muslims (N=21)	Total (N=80)
Education must have practical utility	7 (53.8)	17 (54.8)	3 (20.0)	10 (47.6)	37 (46.3)
Emphasis on practical than only bookish education	1 (7.7)	5 (16.1)	6 (40.0)	3 (14.3)	15 (18.8)
Education through recreation and Play	4 (30.7)	5 (16.1)	2 (13.3)	5 (23.8)	16 (20.0)
Vocational and Technical Education	1 (7.7)	4 (12.9)	4 (26.7)	3 (14.3)	12 (15.0)

Thus, it seems a majority of the respondents desiring change in the present education system had in their mind that the existing system of 'education through books' is of little use and, therefore, most of their replies centred around the idea that it should be practical in nature and have utility in the occupations of their children. It seems they were seriously concerned about their poor economic conditions and, therefore, wanted immediate return from the education ignoring the fact that education upto only primary level has very little scope for it.

Caste-wise analysis shows that a larger percentage of respondents belonging to General Castes, Scheduled Castes and Muslims desired that education must have practical utility and that it must be imparted through recreation and play. On the other hand, a larger percentage of Other Backward Castes respondents wanted education to emphasize practical education rather than bookish knowledge.

The next question related to the earlier one was 'do you want any change to be brought about in the present curriculum?' Out of a total of 100 respondents 54 replied positively. Caste-wise, they included 61.5 per cent of the General Castes; 44 per cent of the Scheduled Castes; 50 per cent of the Other Backward Castes; and, 69 per cent of the Muslims (Table 19).

Table 19 : CASTE-WISE DISTRIBUTION OF RESPONDENTS DESIRING CHANGES IN THE PRESENT CURRICULUM

(Multiple Responses)

Curriculum should include topics related to	Caste				Total (N=54)
	Gén. (N=8)	S.C. (N=18)	O.B.C. (N=10)	Muslims (N=18)	
Nationalism & Heroes of Freedom Movement	2 (25.0)	3 (37.5)	-	-	5 (9.3)
Knowledge about new machines seeds, fertilizers & pesticides for agriculture	2 (25.0)	-	2 (20.0)	2 (11.1)	6 (11.1)
Administrative Functioning at different levels	-	-	2 (20.0)	-	2 (3.7)
General knowledge/New Scientific Inventions	-	6 (33.3)	-	4 (22.2)	10 (18.5)
Health Care programmes	4 (50.0)	-	-	-	4 (7.4)
Teaching of Urdu	-	-	-	10 (55.6)	10 (18.5)
Places of pilgrimage of different religions	2 (25.0)	-	2 (20.0)	8 (44.4)	12 (22.2)
Festivals of different Communities and States	7 (87.5)	15 (83.3)	10 (100.0)	15 (83.3)	47 (87.0)

They were asked to specify the changes that they wanted to be made in the curriculum. Most of them suggested more than one change. Table 19 shows that 87 per cent of them wanted that the curriculum should include chapters on

festivals of different communities and states; about 22 per cent suggested chapters on places of pilgrimage of different religions; and 18.5 per cent each suggested chapters on general knowledge/new scientific inventions and teaching of Urdu. About 11 per cent felt that chapters imparting knowledge about new machines, seeds, fertilizers and pesticides for agriculture would be useful. About 9 per cent felt that chapters on Nationalism and Heroes of freedom movement should be included while another 7.4 per cent felt chapters on health care programmes should be included.

Caste-wise variations in the responses suggesting modifications in the curriculum by including topics/subjects in the courses of studies indicate that 87.5 per cent of the higher castes wanted inclusion of chapters relating to different festivals and states, 50.0 per cent wanted chapters on health programmes while 25 per cent each wanted chapters on Nationalism and Heroes of freedom movement, knowledge of new machines, seeds, fertilizers and pesticides, and places of pilgrimage of different religions. Among the Scheduled Castes 83.3 per cent wanted inclusion of chapters on festivals of different communities and states, 37.5 per cent wanted chapters on nationalism and Heroes of freedom movement while 33.3 per cent desired chapters relating to general knowledge/new scientific inventions. All the respondents from the Other Backward Castes wanted chapters on festivals of different communities and states while 20 per cent each wanted inclusion of chapters on places of pilgrimage,

administration in general at different levels and about new seeds, machines, fertilizers and pesticides. Among Muslims 83.3 per cent wanted inclusion of Chapters on festivals of different communities and states; 55.6 per cent wanted Urdu should also be taught; 44.4 per cent wanted chapters on places of pilgrimage; 22.2 per cent wanted chapters relating to general knowledge; and, 11.1 per cent wanted chapters on new machines, seeds, fertilizers and pesticides for agriculture.

Desire for Social Support for Girls' Education

The respondents were asked 'do you want any change to be brought about in the society which will encourage the girls to go for education?' The purpose behind this question was to find whether : (a) the respondents were in favour of girls' education and they want a social movement for spreading education among girls without which girls in a large number may not be able to get an opportunity for educational and social advancement; and (b) they feel that the present socio-cultural environment is not encouraging the girls to go in for education. Table 20 presents their responses.

Table 20 : DISTRIBUTION OF RESPONDENTS DESIRING CHANGE IN SOCIETY IN FAVOUR OF GIRLS EDUCATION

Caste	Desire change		
	Yes	No	Total
General	10(76.9)	3(23.1)	13
Scheduled Castes	10(24.4)	31(75.6)	41
Other Backward Caste	5(25.0)	15(75.0)	20
Muslims	11(42.3)	15(57.7)	26
TOTAL	36(36.0)	64(64.0)	100

The table shows that only 36 per cent of the respondents expressed their desire for such a change in the society. Caste-wise, about 77 per cent of the General Castes, 42 per cent of the Muslims, 25 per cent of the Other Backward Castes and 24 per cent of the Scheduled Castes expressed their desire for a change in the society in favour of the education of the girl-child.

Those who thought that changes be brought about in the society so that girls are encouraged to study were asked to specify the changes they would prefer. Table 21 presents their suggestions in this regard.

Table 21 : CASTE-WISE DISTRIBUTION OF RESPONDENTS DESIRING DIFFERENT TYPES OF CHANGES IN THE SOCIETY IN FAVOUR OF GIRLS EDUCATION

(Multiple Responses)

Type of Changes Desired	Caste				Total (N=36)
	Gen. (N=10)	S.C. (N=10)	O.B.C. (N=5)	Muslims (N=11)	
Change in socio-cultural environment in favour of girls and their education through mass movement involving important persons of all communities	3 (30.0)	4 (40.0)	3 (60.0)	6 (54.5)	16 (44.4)
Equal status to Boys and Girls will help them get equal opportunities in the society	4 (40.0)	8 (80.0)	5 (100.0)	10 (90.9)	27 (75.0)
Practices such as Purdah and early marriage should be discouraged so that Girls get an opportunity to go for education	4 (40.0)	4 (40.0)	2 (40.0)	4 (36.4)	14 (38.9)
People have to be convinced that educated girls have many advantages: will get a better spouse/may study further and be able to get a respectable job/can look-after the family in a better way	8 (80.0)	4 (40.0)	1 (20.0)	3 (27.3)	16 (44.4)

Three-fourths of the respondents felt that giving equal opportunities to boys and girls will help them in getting equal rights in the society. They felt that boys and girls must be given equal status in their families. Thus, the people have to be convinced that their daughters are in no way inferior to their sons and both need equal attention.

Caste-wise, all the Backward Castes respondents, 90.9 per cent of the Muslims, 80 per cent of the Scheduled Castes and 40 per cent of the General Castes subscribed to this view.

About 44 per cent of the respondents wanted change in socio-cultural environment in favour of girls and their education so that they are encouraged to go to school. There was a need for mass movement in support of education for girls. They thought the existing socio-cultural environment was not sufficiently in favour of educating girls due to certain prevailing prejudices or circumstances such as : for the educated girls the parents face more difficulty in finding a suitable match; after marriage they have to live with their husbands; educated sons enhance the prestige of their parents; only sons have to look after their parents in old age; and, poor parents can hardly afford the cost of educating only their sons, it is not possible to spend on the girls' education. Caste-wise, of those who felt that a change in socio-cultural environment should be brought about in favour of girls' education included 60 per cent of respondents from Other Backward Castes, 54.5 per cent Muslims 40 per cent Scheduled Castes and 30 per cent from the General Castes.

Of those who favoured convincing the parents that educated girls have many advantages (44.4 per cent) 80 per cent were of the General Castes, 40 per cent of the Scheduled Castes, 27.3 per cent of the Muslims and 20 per cent of the Backward Castes.

About 39 per cent of the respondents thought that practices such as Purdah system and early marriage discouraged the girls from going to school. They were of the view that most of the parents do not like to send even their 7-8 years old girls to school. Their stand becomes more rigid if the school is located outside their village. A sizeable section of the people also do not like a co-educational school. Those holding such a view included 40 per cent each of the General Castes, Scheduled Castes and Other Backward Castes and 36.4 per cent of the Muslims.

Supportive Mechanism for Promoting Education Among Children

The main objective of the present study is to have perceptions, opinions and suggestions of the parents regarding specific problems in the education of girls in general and the children from the disadvantaged group in particular. The disadvantaged group, especially from the perspective of education, in the state of Uttar Pradesh, have been identified as Scheduled Castes, Muslims and Scheduled Tribes.

Thus, the last question in the Interview Schedule for parents included was 'What more supportive mechanism you are expecting which can promote education for your children?'

This question was asked from all the respondents in relation to girls education and from the respondents belonging to the Scheduled Castes, Scheduled Tribes and Muslims for education among their children in particular. Their responses are presented in Table 22.

Table 22 : DISTRIBUTION OF RESPONDENTS EXPECTING SUPPORT FOR PROMOTING EDUCATION AMONG CHILDREN

(Multiple Responses)

Expecting Support	For Education of:		
	Girls (N=72)	SC Childr- en (N=41)	Muslim Children (N=26)
Free supply of books and Stationery	10(13.9)	16(39.0)	7(26.9)
Stipend to all girls in School	7(9.7)	-	4(15.4)
Female Teachers in Schools	27(37.5)	20(48.8)	13(50.0)
Training in handicrafts, tailoring, embroidery and knitting	28(38.9)	12(29.3)	9(75.0)
Free supply of uniform to poor children	28(38.9)	10(24.4)	11(42.3)
Awards to meritorious Students	12(16.7)	2(4.9)	5(19.2)
Employment oriented education	16(22.2)	10(24.4)	5(19.2)
Use of Play-way method of teaching	6(8.3)	-	4(15.4)
Appointment of Urdu Teachers	7(9.7)	-	18(69.2)

Of the total 100 respondents 72 expected the support for promoting education among girls. They related to three aspects mainly : (a) supply of certain materials; (b) curriculum; and (c) teachers. About 39 per cent of the respondents each expected free supply of uniform for children and training in handicrafts, stitching, embroidery and knitting; 37.5 per cent expected the school to have female teachers; about 22 per cent expected the education to be employment oriented; 16.7 per cent wanted the meritorious students should be awarded; 14 per cent expected free supply of books and stationery; 9.7 per cent each wanted all girls to be given stipend and Urdu teachers to be appointed in school. About 8 per cent of the respondents also wanted education to be imparted through play-way method.

As regards the promotion of education among children belonging to the Scheduled Castes 48.8 per cent of respondents from the same castes thought that female teachers in school would be helpful; 39 per cent thought free supply of books and stationery would promote education, while 29 per cent advocated training in handicrafts, tailoring, embroidery and knitting. About 24 per cent each expected free supply of uniform and employment oriented education would help promote education among their children; 5 per cent also wanted meritorious children to be given awards so that they are encouraged.

The measures which can promote education among children belonging to Muslim families as mentioned by the respondents of this community included : training in handicrafts, tailoring, embroidery and knitting (75 per cent); appointment of Urdu teachers (69.2 per cent); female teachers in school (50 per cent); free supply of uniform to poor children (42.3 per cent); free supply of books (26.9 per cent); awards to meritorious students; employment oriented education (19.2 per cent each); stipend to all girls; and, education through play-way method (15.4 per cent each).

CHAPTER IV

FOCUS GROUP DISCUSSION

As per the guidelines of the Social Assessment Studies on the education of children belonging to the socially disadvantaged group in general and girls in particular, Focus Group Discussion was conducted in all the ten selected villages of the district. The participants were identified prior to the conduct of the discussion. They also included some females as it was thought that their opinions/suggestions may be useful particularly in relation to girls education. Persons of different age-group, educational and occupational background were included in the group. All of them had school going age children in their families. They were either enrolled in the school, enrolled earlier but dropped-out or never enrolled. The selection of the participants was made on the basis of the same criteria which was adopted for selecting the concerned village, e.g. persons from Scheduled Castes were selected if the village was selected on this criteria and Muslim participants were selected if the village was selected on the basis of their sizeable population. The discussion was conducted in a peaceful atmosphere and effort was made that other persons do not interfere during this exercise.

The village-wise details of the participants of each group are mentioned along with the summary of the discussion. The participants in the discussions were advised to speak on their own behalf and also on behalf of their community and village as a whole as some of them were also village/community leaders. The issues placed for discussion of the groups are listed in Appendix 1. The summary of the discussions is presented in the following pages.

1. VILLAGE BHATADEWAR

Focus Group Discussion was held in village Bhatadewar of block Jalalabad. The block was selected on the basis of population of Backward Castes. The village was also selected for the same reason. Eight participants belonged to the Backward Castes and two belonged to the General Castes. The discussion was held on November 17, 1996 and lasted for about three and a half hours from 11:00 AM. The background of the participants in the discussion is given in Table 1.

Table 1 : PROFILE OF PARENTS PARTICIPATED IN FGD AT VILLAGE BHATADEWAR

Name	Sex	Age	Caste	Education	Occupation	Position in village
Waris Ali Khan	M	45	Gen.	XIIth	Cultivation	Former Pradhan
Siyaram	M	42	BC	Xth	Cultivation	Pradhan
Smt. Sadna	F	25	BC	-	Housewife	Member Panchayat
Ram Raj	M	32	BC	-	Cultivation	Up Pradhan
Mewaram	M	50	BC	XIIth	Cultivation	Parent
Masood Hassan Khan	M	55	Gen	BA LLB	Service	Parent
Gajendra Singh	M	45	BC	MA	Service	Parent
Smt. Hafizun Nisan Begum	F	40	BC	Xth	Housewife	Parent
Smt. Rana Tabassum	F	35	BC	Xth	Housewife	Parent
Smt. Faryana	F	30	BC	XIIth	Housewife	Parent

As is evident the group comprised four female and six male members. One was the Pradhan, one Up-Pradhan, one former Pradhan and one was member of the Village Panchayat. The group included five Muslims belonging to the Backward Castes. Occupation-wise, four participants were cultivators and two were in service. All the females were housewives. The summary of the discussion is given below.

Result of the Discussion

The first issue for discussion was 'do you feel education as imparted by schools to be important for your children?' Most of the participants agreed that school education was important as it increased knowledge and helped the children to develop their abilities. Shri Waris Ali and Shri Siyaram said that education was equally important for girls as it helped them to be self-reliant. Smt. Sadna said that both girls and boys are given equal educational opportunities in their village. Shri Ramraj informed that girls are more regular in their attendance in school than boys since boys waste their time in playing. He suggested that to stop this, parent-teacher meetings be held regularly, so that the activities of the boys can be checked by the parents and the teachers.

The second issue was 'why are girls being taken out of school more quickly than boys?' Shri Mewaram and Shri Masood Hassan said that upto the primary level girls are not discriminated against and both boys and girls are given equal opportunities. Smt Faryana, however, contested this and observed that some poor and illiterate parents consider girls' education useless as they feel girls do not have to work and earn. They get married and go away to other families. However, Shri Waris strongly disagreed with Smt. Faryana on this issue. Smt. Rana Tabassum and Shri Gajendra while agreeing to Smt. Faryana maintained that due to

household work and poverty girls are sometimes stopped from going to school even though they are more interested in their studies than boys. Smt. Rana informed that girls who stay at home do household work, look after siblings and in their spare time do embroidery, stitching and knitting. Smt. Faryana suggested that to increase enrolment and attendance of girls the school must also provide training to girls in handicrafts, embroidery and stitching.

Issue number 4 related to the specific problems children of identified socially disadvantaged group face in terms of schooling. Shri Masood Hassan and Shri Siyaram said that the only problem related to poor economic conditions of the people of this group, due to which children also have to work to add to the family income. Under such conditions they do not attend the school regularly. Shri Waris suggested that children belonging to this group must be given monetary help in the form of stipend of an attractive amount, to encourage them to attend school regularly.

The next issue related to the problems that girls of other group and children of identified socially disadvantaged group face in terms of teachers attitude and peer group attitude. Smt. Hafizun Nisan and Shri Ramraj observed that the peer group attitude was friendly. However, they complained that the teachers' attitude was unsympathetic and crude as they gave severe punishment to the students even on their minor mistakes. Due to their harsh behaviour weak students try to avoid going to school on one or the other

pretext. Shri Mewaram suggested that it was necessary that the teachers change their attitude towards the children so that they are not afraid to go to school. The teachers' training should also cover this aspect of their behaviour.

The next issue related to the problems faced by children in understanding the course. Smt. Faryana and Shri Gajendra said that the language and text of the books was easily understandable and there was no need for any change in them.

Issue number 7 was 'what are the problems that the children in general and girls in particular face in terms of physical facilities?' Shri Waris Ali, Shri Siyaram and Smt. Sadna complained that the school did not have a toilet and a play ground. Shri Masood Hassan suggested that these basic facilities such as a toilet be provided in the school on a priority basis.

The next issue related to the welfare schemes in operation for school going children. Shri Gajendra and Smt. Hafizun Nisan informed that all children who have 80 per cent attendance in school get 3 kgs. rice per student per month. All children belonging to the identified socially disadvantaged group are also getting stipend at the rate of Rs.12 per month. Smt. Rana, however, complained that these schemes were not operating in a proper manner. The distribution of rice was irregular and the students get only about 2.5 kgs. rice instead of 3 kgs. Smt. Faryana suggested that the responsibility for distribution of rice must be

transferred to the Gram Pradhan and school teachers. The amount of stipend given to students of the disadvantaged group must also be increased to at least Rs.25 per month as the existing rate is highly inadequate.

Issue number 9 related to the expectations of the participants from the school system. Shri Waris Ali expected adequate number of teachers in the school so that each class had a separate teacher. Shri Siyaram expected the school to have a decent building with adequate number of class rooms. Smt. Sadna and Shri Ramraj expected the school to organize programmes of entertainment from time to time and to provide mid-day meals to students. Smt. Hafizun Nisan and Shri Masood Hasan expected the school to be within a short distance and must have a play ground with some games material. Shri Mewaram, Shri Gajendra, Smt. Rana and Smt. Faryana expected the school to provide study material to all children; all children should be treated equally; school holidays should coincide with the local festivals and agricultural seasons; and to encourage girls students the school should have at least one lady teacher.

Issue number 10 related to the ways the constraints experienced could be overcome. Smt. Faryana observed that most of the people belonging to the identified socially disadvantaged group were poor and illiterate. Efforts should, therefore, be made to ameliorate their conditions. The problems related to education of their children will be

solved automatically. Shri Siyaram felt that their village had no facility to provide education to girls after the primary level, a Senior Basic School exclusively for girls should be opened in or near their village. Besides, to encourage education among girls all school going girls should be given a stipend of not less than Rs.400 per year. This financial support will be very useful for their families and, therefore, they will have a strong incentive for continuing education of their daughters at least upto primary level.

The last issue related to the ways in which the community leaders could participate in overcoming the constraints. Shri Ramraj and Smt. Hafizun Nisan suggested that the community leaders could convince the parents of the school going age children not to engage them in household or cultivation work and in the care of siblings. Instead, the children must be sent to school regularly. Smt. Sadna while supporting the above suggestion felt that the elders generally command respect in their community and if they make a concerted effort and convince parents there is every possibility that more children, particularly girls will join school, and absenteeism can also be checked to a considerable extent.

2. VILLAGE DOLAPUR

Focus Group Discussion was held in village Dolapur of block Jalalabad. The block was selected on the criterion of

Backward Castes population and the village was also selected for the same reason. The discussion was held on November 19, 1996 and lasted for about four hours from 10:30 AM. The background of the participants in the discussion is given in Table 2.

Table 2 : PROFILE OF PARENTS PARTICIPATED IN FGD AT VILLAGE DOLAPUR

Name	Sex	Age	Caste	Education	Occupation	Position in village
Puttulal	M	54	BC	Xth	Service	Teacher
Bijendra Singh	M	28	BC	VIIIth	Cultivation	Parent
Banwari	M	50	BC	-	Cultivation	Parent
Mohan Singh	M	38	BC	VIIIth	Cultivation	Parent
Ganga Charan	M	50	BC	Vth	Cultivation	Parent
Ramlal	M	55	BC	-	Cultivation	Parent
Siyaram	M	50	BC	VIIIth	Cultivation	Pradhan
Smt. Ramwati	F	38	BC	-	Housewife	Member Gram Sabha
Smt. Baitu	F	38	BC	Xth	Housewife	Parent
Smt. Renu	F	32	BC	Xth	Housewife	Parent

As is evident the group comprised seven male and three female members. One of them was the Village Pradhan one was a Member of the Gram Sabha while one was a teacher.

Occupation-wise, one was in service, six were cultivators. All the three female participants were housewives. The summary of the discussion is given below.

Result of the Discussion

The first issue for discussion was 'do you feel education as imparted by schools to be important for your children?' Shri Puttu Lal and some others were of the opinion that school education was very important for children. Shri Bijendra, however, added that education was important only for boys as girls get married and go away. Smt. Ramwati and Shri Banwari strongly disagreed with Shri Bijendra and maintained that education was equally important for both boys and girls. On this point Shri Ganga Charan said that some illiterate and poor parents do not send their daughters to school as they feel only boys are capable of learning and improving the economic status of the family and, therefore, they need to be educated. Smt. Renu and some others supported the observations of Shri Ganga Charan. Shri Mohan Singh informed that boys are more regular in school than girls. The reason for this was poverty and illiteracy of the parents due to which they do not realize the importance of education of daughters and, therefore, engage them in household work. To improve the situation Smt. Baitu

suggested that stipend, books and stationery should be given to all girls to encourage them to attend school.

The next issue was 'why are girls being taken out of school more quickly than boys?' Shri Ganga Charan, Shri Ram Lal and Shri Siyaram cited social conventions, household work and poor economic conditions as the main reasons for this practice. Smt. Baitu, however, said that girls are withdrawn from school since their education is of no use. Smt. Renu contested this view point and maintained that education was equally important for girls. Parents withdraw their daughters either because of their poverty or because they feel the girls should devote time to household work so that after their marriage they can manage the work efficiently. Smt. Ramwati observed that girls are more interested than boys in studying but when they are withdrawn from school they help their parents in the cultivation work, look after siblings and in their spare time do embroidery and stitching. To improve the situation Shri Puttupal and Shri Bijendra suggested that all girls should be given stipend of an adequate amount and free study material. The parents should also be persuaded by elders that they should give equal importance to school education of girls.

Issue number 4 was 'what are the specific problems the children of identified socially disadvantaged group (Scheduled Castes and Muslims) face in terms of schooling?'

Shri Ramlal, Shri Ganga Charan and Shri Banwari observed that the children of this group faced two major problems. They are : due to poor economic conditions they are forced to work and add to the family income. The girls suffer most who are engaged either in cultivation or in household work due to which they do not attend the school regularly; and, due to the indifferent attitude of the teachers they lose interest in school and become irregular. The teachers do not give due attention and time to the students. Thus, they become weak in studies. Shri Bijendra and Shri Puttupal suggested that the school should have at least one more teacher, preferably female. Further, the rate of stipend must be enhanced so that it can serve as an incentive.

The next issue related to the problems that girls of other group and children of socially disadvantaged group face in school in terms of teachers attitude and peer group attitude. Shri Mohan and Shri Ganga Charan complained that the teacher was not sympathetic and did not give all the children equal attention. Since these children were generally weak in their studies they are ignored. The peer group attitude however was friendly. Shri Ramlal suggested that the teacher must be given proper training so that he treats all children equally and give due attention to all.

The next issue related to the problems faced in understanding the course. Shri Siyaram, Smt. Ramwati and Smt. Baitu complained that although the text of the books was

easily understandable the language was extremely difficult as it is more urbanized and loaded with difficult words. The children faced serious problems in this regard. Smt. Renu suggested that the language of the books should be simplified so that it can be easily understood by the children.

Issue number 7 was 'what are the problems the children in general and girls in particular face in terms of physical facilities?' Shri Banwari, Shri Mohan and Shri Ganga Charan complained that the school did not have a toilet, safe source of drinking water and a play ground. In the absence of these facilities the children especially the girls face serious inconvenience. Smt. Ramwati was of the view that without the basic facilities school has no attraction for children and, therefore, they must be provided immediately.

Issue number 8 related to the existence of welfare schemes for school going children. Shri Ramlal and Shri Siyaram informed that all children who had 80 per cent attendance were getting 3 kgs. rice per student per month. All children belonging to the socially disadvantaged group were getting stipend at the rate of Rs.12 per month. Smt. Baitu and Smt. Renu were not satisfied with the working of the schemes as rice is distributed in an irregular manner and its quantity is also generally less than 3 kgs. and suggested that the rice should be distributed through the Village Pradhan. The value of the stipend, they thought, was not attractive and to make it meaningful it must be raised to Rs.400 per year.

The next issue related to the expectations of the participants from the school system. Shri Puttulal and Shri Bijendra expected the school to have a decent building, adequate number of rooms and adequate number of permanent teachers who perform their duty sincerely so that it helps in creating an environment favourable to education. Shri Banwari and Shri Mohan expected the school to provide adequate mid-day meals and to organize entertainment programmes from time to time. Shri Ganga Charan expected the school to be within short distance. Shri Ramlal expected the school to provide games material and study material to all students, and Smt. Baitu expected all children to be treated equally by the teachers. Shri Siyaram and Smt. Ramwati expected the school to have at least one lady teacher and the school holidays to coincide with the local festivals and agricultural seasons.

Issue number 10 was 'what are the ways to overcome these constraints?' Shri Bijendra and some others suggested that a Senior Basic School should be opened in or near the village exclusively for girls so that girls feel encouraged to complete primary education as they will have opportunity for higher studies. All girls of poor families must also get facilities like free books and stationery and stipend so that they are encouraged to complete their school education.

The last issue related to the ways the community can participate in overcoming the constraints. Shri Banwari,

Shri Ganga Charan and Shri Ramlal suggested that the community elders who command respect can convince the parents about the benefits of education. They can persuade the parents to send their children to school regularly instead of engaging them in household/agricultural work and in the care of siblings. They must provide them an opportunity to learn for a better future. The emphasis of the community leaders/elders should be on the schooling of girls as education will certainly help them in many ways - in managing the household; in caring the children; and, in maintaining the health of the members of their families.

3. VILLAGE JEWAN

Focus Group Discussion was held in village Jewan of block Powayan. The block was selected on the criterion of Scheduled Castes population and the village was also selected for the same reason. Nine of the ten participants belonged to the Scheduled Castes and one to the General Castes. The discussion was held on November 21, 1996 and lasted for about four hours from 10:00 AM. The background of the participants in the discussion is given in Table 3.

Table 3 : PROFILE OF PARENTS PARTICIPATED IN FGD AT VILLAGE JEWAN

Name	Sex	Age	Caste	Education	Occupation	Position in village
Smt. Usha Devi	F	45	Gen	Vth	Housewife	Pradhan
Baburam	M	48	SC	VIIIth	Service	Teacher
Smt. Rajendra	F	38	SC	VIIIth	Housewife	Up Pradhan
Sanjeev	M	28	SC	Xth	Cultivation	Parent
Baldev	M	45	SC	BA	Trade	Parent
Ram Charan	M	48	SC	Vth	Labour	Parent
Jang Bahadur	M	45	SC	-	Cultivation	Parent
Smt. Shanti Devi	F	47	SC	Vth	Housewife	Parent
Rajeshwar	M	42	SC	Vth	Cultivation	Parent
Dinesh Chandra	M	36	SC	Xth	Cultivation	Parent

As is evident the group comprised seven male and three female participants. One of the females was the Pradhan and one was an Up-Pradhan and one of the participants was a teacher. Occupation-wise, four were cultivators, one each was a labour and a trader while one was in service. All the females were housewives. The summary of the discussion is given below.

Result of the Discussion

The first issue for discussion was 'do you feel education as imparted by schools to be important for your

children?' Shri Jang Bahadur and Shri Baldev maintained that schooling was very important for children as it generate knowledge, self-confidence and discipline. Shri Dinesh Chandra was of the view that education is equally important for girls as educated girls can earn and share the responsibility of running a family. They can also manage their household affairs in a better way. Smt. Shanti Devi, however, observed that parents usually prefer enrolling only boys in school. The main reasons being poverty and illiteracy due to which the girls are engaged in household work. Some do not send their daughters to school as they cannot afford reasonable clothes and study material for them while some entrust on them the responsibility of household work so that their mothers can work to earn. Shri Sanjeev and Shri Baldev suggested that parents be made aware of the benefits education of girls entails, so that they are encouraged to send their daughters to school. Smt. Usha Devi observed that if school functions properly and it has a good building and necessary facilities the parents will feel attracted to send their daughters also.

The next issue was 'why are girls being taken out of school more quickly than boys?' Shri Baburam, Shri Rajindra, Shri Jang Bahadur and Shri Dinesh Chandra cited poverty, household and cultivation work, social conventions and looking after cattle as the main reasons for early withdrawal. Shri Baldev added that girls themselves are not very much interested in attending the school. Shri Dinesh

Chandra, however, contradicted Shri Baldev and said that due to poverty parents themselves are not able to send their daughters to school while the girls themselves are interested. While supporting Shri Dinesh, Smt. Rajendra said that girls take as much interest in their studies as boys. They lose interest only when they are detained by their parents for household and agriculture related work. When this becomes a regular feature they become irregular and weak in their class and, therefore, lose interest. They are withdrawn not because they have no interest in studies but because parents need their help at home. Most of the participants supported this view. Shri Sanjeev and Shri Baburam suggested that to improve the situation the economic conditions of the people must be improved. The government should try to provide employment opportunities to the artisans, landless and marginal farmers within or around villages by helping people to establish cottage industries based on locally available raw materials.

Issue number 4 related to the specific problems that children of the identified socially disadvantaged group (Scheduled Castes and Muslims) faced in terms of schooling. Shri Sanjeev, Shri Baldev and Smt. Shanti Devi said that the text of the books was not entirely useful in the rural context. The contents as well as language used in the books are more relevant for the urban society. Children belonging to the socially disadvantaged group who mostly belong to poor and illiterate families find it difficult to understand them.

Shri Baburam and Shri Rajendra added that the parents belonging to the disadvantaged group themselves discriminated between boys and girls in the sphere of education. They felt that there was no point in educating girls as they will go away after their marriage. Further, in their in-laws house too, they have to do household work. Such an attitude of parents discourage girls from attending the school regularly. They, therefore, become weak in their studies and ultimately lose interest in school. Shri Jang Bahadur added that poverty also prevented parents from sending their girls to school as parents find it difficult to arrange reasonable clothes for school going girls. Shri Sanjeev and Shri Baldev suggested that the text books should be modified suitably to make them interesting for the children. To help the poor parents of school going girls belonging to the group they should be given a stipend of at least Rs.40 per month so that their parents do not feel burdened by their schooling. Other participants also appreciated these suggestions.

The next issue related to the problems that girls of other group and children of identified socially disadvantaged group face in school in terms of teachers attitude and peer group attitude. Shri Baldev and Shri Jang Bahadur observed that the teachers attitude was strict and generally harsh towards weak students. Since children belonging to this group are generally irregular and weak they either do not get their attention and support in studies or get a harsh treatment. The children belonging to comparatively better-

off families do have some feeling of superiority as they come to school in relatively better clothes. Shri Rajeshwar and Shri Baburam suggested that the teachers attitude towards the children must be very sympathetic and soft as the children studying in the primary school are very small. They should be considerate towards children belonging to the disadvantaged group. They should, in particular, encourage girls for regular attendance by taking interest in their studies. They should also try to maintain good peer group relations among children by checking any kind of feelings against ill-clothed poor children.

Issue number 6 was 'what are the problems faced by the children in understanding the course?' Smt. Usha Devi and Shri Rajeshwar said that the text and language of the books was not easily understandable and the children faced problems in this context. Shri Sanjeev suggested that the language should be simple and the text of the books should relate to the rural society. The contents should be informative particularly with regard to agriculture so that they are easily understandable.

Issue number 7 related to the problems the children in general and girls in particular face in terms of physical facilities. Smt. Shanti Devi, Shri Jang Bahadur, Shri Sanjeev and Shri Rajendra complained that the school building was in ruins and needed proper repairs urgently. It did not have a toilet, a safe source of drinking water and a play

ground. Smt. Usha Devi suggested that the Gram Sabha should take interest and persuade the authorities for providing fund for repairs of the building as well as for providing basic facilities.

Issue number 8 was 'what do you feel about different schemes in operation for school going children?' Shri Ram Charan and Shri Rajeshwar informed that all children who had 80 per cent attendance in school were getting 3 kgs. rice per student per month. All children belonging to the Muslim families and Scheduled Castes were getting stipend at the rate of Rs.12 per month. Smt. Usha Devi, however, complained that the rice distributed was of a very inferior quality. Shri Baburam and Shri Sanjeev suggested that the rice be distributed by the school teachers and it would be better if in its place mid-day meals were given to students in the school.

Issue number 9 was very important, 'what are your expectations from the school system?' Shri Sanjeev and Shri Jang Bahadur expected the school to have number of teachers and classrooms in accordance with the number of students so that children can sit comfortably and get due attention of teachers. Smt. Shanti Devi expected students to be also given some vocational training in school so that their schooling becomes more meaningful. Shri Dinesh expected mid-day meals to be provided to students and Smt. Usha Devi felt the school building should be attractive and centrally located in the village and it must have the necessary

facilities. Shri Baldev expected free books and stationery to be given to children belonging to poor families and Shri Rajeshwar desired the school should have at least one lady teacher and the teachers should be sympathetic to students. They should also treat all children equally.

Issue number 10 was 'what are the ways to overcome the constraints?' Shri Jang Bahadur felt the Gram Sabha should have greater control over the working of the school so that teachers perform their duties properly and sincerely. If the Gram Sabha is entrusted with this responsibility the Pradhan will have access to authorities and the school can, therefore, be properly maintained. Shri Rajendra suggested that the Prime Minister's Employment Programme should be implemented in the district in such a way that preference to parents of school going children is given. Shri Sanjeev observed that if literacy programme is carried out effectively it will have a positive impact on parent's attitude towards school education of their children in general and girls in particular. Shri Ram Charan felt that the present rate of stipend had no attraction and, therefore, it must be increased to a reasonable amount. In particular, he emphasized, the rate of stipend for girls should be such which encourages parents to send their daughters to school regularly. Its amount should be increased gradually in class III and IV so that girls are encouraged to complete their primary education. Almost all the participants supported these suggestions.

The last issue related to the ways in which the community can participate in overcoming the constraints. Shri Sanjeev, Shri Dinesh and Shri Jang Bahadur observed that due to poor economic conditions girls are either not enrolled in school or detained at home to undertake the household work so that their mothers can go out to work and earn. Some parents also discriminate between boys and girls and, therefore, do not take interest in their daughter's education. The community can help in removing these impediments to a considerable extent. The environment in favour of school education of children in general and girls in particular can be build by community elders and leaders as they command respect and influence in the village society. If they take active interest and launch a vigorous campaign they can succeed to a great extent in convincing the parents about the utility of school education for children in general and girls in particular. They can persuade people not to engage their children in household/agricultural work during school hours so that they can attend their classes regularly.

4. VILLAGE GANGAI

Focus Group Discussion was held in village Gangai of block Powayan. The block was selected on the basis of Scheduled Castes population and the village was also selected for the same reason. Nine of the ten participants belonged

to the Scheduled Castes and one to the Backward Castes. The discussion was held on November 23, 1996 and lasted for about three and a half hours from 11:00 AM. The background of the participants in the discussion is given in Table 4.

Table 4 : PROFILE OF PARENTS PARTICIPATED IN FGD AT VILLAGE GANGAI

Name	Sex	Age	Caste	Education	Occupation	Position in village
Jagmohan	M	50	SC	-	Cultivation	Parent
Jhabbar	M	52	SC	-	Cultivation	Member Panchayat
Ram Adhar	M	40	SC	VIIIth	Cultivation	Parent
Subeydar	M	40	SC	Vth	Cultivation	Parent
Smt. Phulmati	F	38	SC	-	Housewife	Parent
Smt. Bhagwati	F	42	SC	-	Housewife	Parent
Sita Ram	M	38	SC	Vth	Cultivation	Panchayat Member
Ram Nath	M	32	SC	Vth	Cultivation	Up-Pradhan
Smt. Katori Devi	F	35	BC	-	Housewife	Pradhan
Sobran	M	48	SC	-	Cultivation	Panchayat Member

As is evident the group comprised seven male and three female participants. One of the females was the Gram Pradhan. Among others, one was Up-Pradhan and three participants were Members of the Village Panchayat. Occupation-wise, seven participants were cultivators. The summary of the discussion is given below.

Result of the Discussion

The first issue for discussion was 'do you feel education as imparted by schools to be important for your children?' Shri Ram Nath and Shri Sobran maintained that although schooling of children was very important the level of education was far from satisfactory. The teaching was nominal as the teachers were not sincere in their job. They, however, said that it was the problem of their village school but it does not mean that school education was useless. Smt. Phulmati observed that schooling was equally important for both boys and girls. Shri Jhabbar observed that due to illiteracy and poverty most of the parents do not educate their daughters. In this reference Smt. Katori Devi said that since most of the villagers are marginal farmers or labour they are poor who marry off their girls at a very young age. Moreover, they do not realize the importance of their daughters' education as they feel that girls do not have to do jobs in offices. Smt. Phulmati, Smt. Bhagwati and Shri Ram Nath observed that boys were more regular in school than girls. The reason for this was that most of the villagers were cultivators and a lot of work was done at home. The girls are engaged in the household chores all days. Further most villagers have cattle and the responsibility of looking after them rests on the young school going age girls.

The participants suggested that an environment favourable to education of children in general and girls in particular has to be created in the village. The parents must be made to realize that education of both boys and girls is equally important. Such a campaign may be actually launched by the Gram Sabha and community elders.

The next question was 'why are girls being taken out of school more quickly than boys?' Shri Ram Nath, Smt. Phulmati, Shri Jhabbar and Shri Subedar said that there were three main reasons for this. Firstly, illiteracy of parents due to which they do not consider education of girls as important, secondly, poverty of the parents due to which they were unable to afford even nominal cost of their education, and, thirdly, household work in which girls help them and mothers undertake job to earn and supplement family income. Further, Shri Ram Adhar informed that the parents feel that to marry off an educated girl they will need more money and they will also face difficulty in finding a suitable match. Thus, they are withdrawn after one or two classes. Smt. Katori Devi informed that girls themselves lose interest in going to school as they generally attend their class irregularly and become weak in studies because they are required to shoulder the responsibility of household work. When they are withdrawn from school they help in the cultivation work and collect fodder for the family cattle. They also help their mothers in the household work, Shri Ram Adhar and Shri Subedar suggested that the parents will have

to be convinced about the benefits of education for children in general and girls in particular. This may be possible if the school activities are attractive and the village elders persuade them for sending their daughters to school till they complete primary education.

Issue number 4 related to the specific problems the children of identified socially disadvantaged group (Scheduled Castes and Muslims) faced in terms of schooling. Shri Ram Nath, Shri Subedar and Smt. Katori Devi complained that the language and text of the books was not fully understandable by the children. The text of the books did not relate to their society and environment. Shri Jagmohan complained that the teachers do not pay adequate attention to the students. Smt. Phulmati and Shri Sobran were of the view that illiteracy, ignorance and poverty of parents belonging to the socially disadvantaged group added to the problems the children faced in schooling. Due to poverty many of the parents can not afford to buy the books and stationery. Since school going girls need proper clothes, for many a parents it is difficult to arrange. Illiteracy among parents prevented them from helping their children in the school home work. All these circumstances were unfavourable to schooling of children in general and girls in particular. Shri Ram Nath and Smt. Bhagwati suggested that if school education has to be popular the children belonging to the socially disadvantaged group in general and girls in particular must be supported by the school by giving them stipend of a

reasonably good amount and books and stationery. Besides, girls should also be given one set of clothes per year. They should also be given stipend of an amount higher than that paid to boys.

Issue number 5 was 'what are the problems girls of other group and children of the disadvantaged group face in school in terms of teachers attitude and peer group attitude?' Shri Subedar, Shri Ram Nath and Shri Jagmohan complained that the teachers belonging to the high castes sometimes ignore children belonging to the Scheduled Castes. They pay more attention towards children belonging to higher castes and better off families. The peer group attitude was also similar which surface among children on the caste basis from time to time. Shri Sobran and Shri Ram Nath suggested that the government should issue strict orders against practising caste discrimination in school and action should be taken against teachers who indulge in such practice.

The next issue related to the problem faced by children in understanding the course. Shri Sita Ram and Shri Ram Adhar complained that the language and text of the books was not easily understandable particularly by the weak students. Generally, the text does not relate to their rural environment. Shri Jhabbar and Shri Sobran suggested that the books must be based on the local dialect and must relate to the rural environment. Chapters on significant aspects of the district should also be included so that their study becomes interesting for the children.

The next issue was 'what are the problems that the children in general and girls in particular face in terms of physical facilities?' Smt. Katori Devi and Shri Sobran complained that the school was very far away from their houses and the road to the school was unsafe as it become water logged during the rains. Shri Ramadhar, Shri Jagmohan and Shri Subedar complained that the school also did not have a toilet, a safe source of drinking water and a play ground due to which the children especially the girls faced great inconvenience. Smt. Katori Devi and Shri Jagmohan, therefore, suggested that these basic facilities must be provided in the school at the earliest.

Issue number 8 related to the welfare schemes in operation for school going children. Shri Sita Ram and Shri Sobran informed that all children who had 80 per cent attendance in school were getting 3 kgs. rice per student per month. All Scheduled Castes children were also getting stipend at the rate of Rs.12 per month. Shri Ram Adhar complained that the rice distributed was of a very poor quality. To improve the working of these schemes Smt. Katori Devi and Smt. Phulmati suggested that the rice be distributed by the teachers and the stipend should also be given to children belonging to the economically poor families.

The next issue was 'what are your expectations from the school system?' Smt. Katori Devi and Shri Jhabbar expected the school to have one room and one teacher per class. Smt.

Bhagwati expected the school to provide training to girls in some handicrafts so that their schooling is more meaningful, and the school to be within easy approach for the children. Shri Jagmohan and Shri Ram Adhar expected mid-day meals to be provided to the students in the school and free books and stationery to be supplied to children belonging to poor families. Smt. Phulmati expected the school holidays to coincide with the agricultural seasons and Shri Sita Ram expected the school to have at least one lady teacher. Shri Subedar and Smt. Sobran expected the teachers will treat all students equally and will not practice any kind of discrimination among them.

The next issue related to the ways the constraints can be overcome. Smt. Katori Devi and Shri Jhabbar thought that firstly, the condition of the school should be improved by adding at least two rooms and two female teachers. Supervision of the working of the school should be entrusted to the Gram Sabha so that teachers perform their duties sincerely and the school is projected as an attractive place and a useful institution; secondly, to eliminate illiteracy and ignorance among parents adult literacy programme should be carried out seriously by seeking active support and cooperation of the Gram Sabha members, village and community elders and the youth; and, thirdly, more job opportunities be created for the labourers, marginal farmers and artisans under various employment programmes; school going children from poor families should be given stipend of a useful

amount; books and stationery and one set of clothes should be given to all girls so that the poor parents do not feel burdened by sending their children to school. Mid-day meals in school, instead of 3 kgs. rice will improve regularity in attendance.

The next issue was 'in what ways can the community participate in overcoming the constraints?' Shri Ram Nath and Shri Jagmohan felt that the community can play a significant role in this regard. The educated elders can help in creating an environment favourable to school education by : (a) helping actively the adult literacy programme so that illiterate adults can be made literate; (b) influencing the authorities and school teachers to make the school an attractive place for children; and (c) convincing the parents about the importance and utility of school education for their children in general and girls in particular and persuading them to enroll all of their school going age children in school and see that they regularly attend their classes and complete their primary education.

5. VILLAGE HATHORA BUZURG

Focus Group Discussion was held in village Hathora Buzurg of block Bhawal Khera. The block was selected on the

criterion of Scheduled Castes population and the village was also selected for the same reason. Eight participants belonged to the Scheduled Castes and two to the Backward Castes. The discussion was held on November 26, 1996 and lasted for about three and a half hours from 10:15 AM. The background of the participants in the discussion is given in Table 5.

Table 5 : PROFILE OF PARENTS PARTICIPATED IN FGD AT VILLAGE HATHORA BUZURG

Name	Sex	Age	Caste	Education	Occupation	Position in village
Jagvendra Verma	M	36	DBC	-	Cultivation	Pradhan
Babu Ram	M	48	SC	Vth	Cultivation	Up Pradhan
Pati Ram	M	52	SC	-	Cultivation	Panchayat Member
Ram Sagar	M	38	SC	VIIIth	Cultivation	Parent
Karamullah	M	35	BC	BMS	Doctor	Parent
Nanak Chand	M	27	SC	Xth	Cultivation	Parent
Smt. Maya Devi	F	32	SC	Vth	Housewife	Panchayat Member
Smt. Susheela	F	40	SC	-	Housewife	Parent
Smt. Kamini	F	38	SC	XIIth	Service	Teacher
Vidya Sagar	M	35	SC	Xth	Trade	Parent

As is evident the group comprised seven male and three female participants. The group included the Pradhan, the Up-

Pradhan, two members of the village Panchayat, a medical practitioner in Homeopathy and a teacher. Education-wise, seven participants were educated between primary and Intermediate level and one had a degree in Homeopathy. The summary of the discussion is given below.

Result of the Discussion

The first issue for discussion was 'do you feel education as imparted by schools to be important for your children?' Most of the participants maintained that schooling of children was very important. Smt. Maya Devi and Shri Babu Ram were of the view that education was equally important for both boys and girls as it enhances confidence among them. The educated girls can stand on their own feet; they become conscious about health care and cleanliness; and can manage their household activities in a better way. Shri Karamullah, however, informed that the villagers preferred sending only boys to school. The reason for this being their illiteracy and poverty as they consider the involvement of girls in household work more important and an indirect support to family earnings because their mothers go out to work and earn. Shri Nanak Chand and Smt. Maya Devi observed that due to this reason boys were more regular in school than girls.

The next issue was 'why are girls being taken out of school more quickly than boys?' Smt. Sushila, Shri Jagvendra, Shri Vidya Sagar and Smt. Kamini observed illiteracy, ignorance, poverty, difficulty in finding a suitable match for an educated daughter and household work were the main reasons. They felt that a girl must be proficient in household work which is more important than her education. Shri Nanak Chand informed that when girls are withdrawn from school parents engage them in household work, agricultural work, in the care of siblings and in collecting fodder for cattle. Smt. Sushila and Shri Vidya Sagar felt that removing the ignorance and poverty of the villagers was the only solution to the problem of early withdrawal of girls from school. While supporting the above observations, Shri Karamullah added that girls needed greater support in the form of a higher rate of stipend and free books from the school. The poor parents will feel attracted towards school education of girls if they are assured that the school will take the responsibility of meeting expenses of the school going girls.

Issue number 4 related to the specific problems children of identified socially disadvantaged group (Scheduled Castes and Muslims) face in terms of schooling. Shri Jagvendra, Shri Nanak Chand and Shri Karamullah complained that the teachers do not pay equal attention to all the students. Moreover, due to poverty parents can not afford school

education of their children. They were not able to supply study material to their children in time and sometimes had to engage them in labour so that they can add to the family income. Illiteracy and ignorance prevented them from giving importance to education of girls. This adversely affected the regularity of children in school. While supporting the above observations Shri Pati Ram and Shri Vidya Sagar observed that due to factors such as lack of encouragement from parents, their engagement in household or cultivation work and the indifferent attitude of teachers children belonging to this group also lose interest in their studies and attend the school irregularly. In the circumstances, they become weak in thier class. It affects their continuation in school adversely. Smt. Maya Devi and Smt. Sushila suggested that the school and its teachers can contribute a lot in retaining the students by providing support to children of this group. The teachers should be sympathetic towards these children and take extra care so that they remain at par with other students.

The next issue was 'what are the problems that girls of other group and children of the socially disadvantaged group face in school in terms of teachers attitude and peer group attigude?' Shri Vidya Sagar and Shri Nanak Chand said that although there were female teachers also but girls belonging to the socially disadvantaged group sometimes feel that they were not getting due attention of teachers. Since girls belonging to this group were generally irregular and weak in

their studies they need greater attention and sympathy of teachers. The teachers, however, pay attention towards better students. The peer group attitude was, however, considered friendly and cordial. Shri Jagveer and Smt. Kamini suggested that the teachers must be made to realize the problems of girls in their education. If they show sympathy and pay greater attention towards these girls there is every possibility that girls will take more interest in their studies.

The next issue was 'what are the problems faced in understanding the course?' Smt. Maya Devi, Smt. Kamini, Shri Karamullah and Shri Nanak Chand observed that the language and text of the books was easily understandable and the children do not face any difficulty with regard to these.

Issue number 7 related to the problems the children in general and girls in particular faced in terms of physical facilities. Smt. Maya Devi and Shri Nanak Chand complained that during the rains the road to the school become waterlogged and the children face lot of difficulty in reaching there. Shri Jagvendra, Shri Karamullah and Smt. Sushila complained that the school did not have a toilet and a safe source of drinking water. Although there was space for a play ground in the school there was no sport material to play with. Shri Baburam and Shri Nanak suggested that the government must provide a toilet and an India Mark II handpump in the school at the earliest and under Jawahar

Rozgar Yojana the Gram Sabha must do brick soling of the road to the school.

The next issue related to the existence of welfare schemes for the school going children. Shri Pati Ram and Shri Ram Sagar informed that all children who had 80 per cent attendance in school were getting 3 kgs. rice per student per month. All Scheduled Castes children were getting stipend at the rate of Rs.12 per month. Most of the participants were, however, not satisfied with the working of these schemes. They observed that the distribution of rice was not regular as sometimes children did not get the rice for 3-4 months. Shri Jagvendra, Smt. Sushila and Smt. Maya Devi suggested that the rice should be distributed in the school itself as the supplier did not behave with the children properly. Moreover, it would be better if the children got mid-day meals in school instead of the rice.

Issue number 9 for discussion was 'what are your expectations from the school system?' Shri Karamullah and Shri Jagvendra expected the school to have a reasonably good building with all trained teachers. Smt. Sushila expected the school to provide some training in handicrafts so that their education has more utility. Shri Nanak expected the school to provide mid-day meals and Smt. Kamini expected the school to be centrally located in the village so that children from all sides of the large village can reach there conveniently. Shri Pati Ram expected the school to provide

study material to all children belonging to poor families, and Shri Ram Sagar expected the school to provide some games material to students. Shri Babu Ram wanted the school holidays to match the agricultural seasons and Smt. Maya Devi expected the teachers to treat all children equally and that they should have sympathy with those belonging to poor families as such children have to share additional burden of household work due to which they do not get time to study at home.

The next issue was 'what are the ways to overcome the constraints?' Shri Pati Ram and Shri Ram Sagar suggested that the school should have a decent building with adequate rooms and facilities and it should be made an important centre of activity for all in the village - children, adults men and women both. Aanganwadi, non-formal education classes, adult literacy classes, cultural programmes should all be arranged in the school building in different timings. This will attract people of the village towards the school activities. It will also help in building an environment favourable to education of children. This will attract children as well as their parents. Moreover, children with over 90 per cent attendance in a year should be awarded by giving them an extra stipend during the next year.

The last issue related to the ways in which the community can participate in overcoming the constraints. Shri Nanak Chand and Shri Karamullah said that the community elders can impress upon the parents not to engage their

children in household/agricultural work and in the care of siblings during school hours and they must be sent to school regularly. Effort should be made to involve youth of the village, and influential community leaders in getting the non-enrolled children enrolled, regularizing their attendance and preventing drop outs from school. The community leaders/elders should also maintain a close contact with the teachers so that the school functions properly. If the teachers are able to project the school as a useful place the parents will also feel interested in sending their children to school.

6. VILLAGE BASULIA

Focus Group Discussion was held in village Basulia of block Bhawal Khera. The block was selected on the criterion of Scheduled Castes population and the village was also selected for the same reason. Eight participants in the discussion belonged to the Scheduled Castes, one to a Backward Caste Muslim and one to the General Castes. The discussion was held on November 28, 1996 and lasted for about three and a half hours from 11:30 AM. The background of the participants in the discussion is given in Table 6.

Table 6 : PROFILE OF PARENTS PARTICIPATED IN FGD AT VILLAGE BASULIA

Name	Sex	Age	Caste	Education	Occupation	Position in village
Sushil Kr.Dubey	M	40	Gen	VIIIth	Cultivation	Pradhan
Lalta Prasad	M	35	SC	Vth	Cultivation	Up Pradhan
Ram Kishan	M	50	SC	Vth	Cultivation	Panchayat Member
Smt. Savitri Devi	F	40	SC	VIIIth	Housewife	Panchayat Member
Jagdish	M	40	SC	VIth	Cultivation	Panchayat Member
Akbar	M	40	Muslim (BC)	Vth	Cultivation	Parent
Smt.Vimla Devi	F	38	SC	XIth	Service	Teacher
Smt. Indira Rani	F	47	SC	Xth	Service	Teacher
Siya Ram	M	45	SC	VIIIth	Cultivation	Parent
Awadhesh Kumar	M	40	SC	XIth	Cultivation	Parent

As is evident the group comprised seven males and three females. The participants included the Pradhan, the Up-Pradhan, three members of the Panchayat and two teachers. All the participants were educated between primary and Intermediate level. The summary of the discussion is given below.

Result of the Discussion

The first issue for discussion was 'do you feel education as imparted by schools to be important for your children?' Shri Sushil Kumar and some others agreed that school education was very important for their children as it helps in developing good character, manners, behaviour and confidence. Besides, educated children can benefit more from various welfare schemes of the government. Shri Lalta Prasad maintained that schooling was equally important for girls as educated girls can help their parents in time of need. They become capable of handling household work in a better manner. Shri Sita Ram, however, said that due to illiteracy and poverty parents usually prefer educating boys instead of girls. They feel that girls do not have to do jobs whereas boys have to earn and manage the family. Shri Akbar and Shri Lalta Prasad observed that boys are more regular in school than girls as parents take greater interest in their schooling. Girls are usually engaged in household work by parents due to which they are either not enrolled or remain irregular in school. To improve the situation they suggested persuading the parents for taking equal interest in the school education of their sons and daughters both.

The next issue was 'why are girls being taken out of school more quickly than boys?' Shri Awadhesh, Smt. Vimla, Shri Jagdesh and Smt. Indira cited poverty, social customs, agricultural work and household work as the main reasons.

When withdrawn from school girls are engaged in agricultural and household work by their parents so that they can free their mothers to undertake work and earn. Some parents also do not like sending their 8-9 years old girls to school as it is not considered good in their families. To improve the situation Shri Sushil and Shri Siya Ram suggested creation of employment opportunities in the village under the Prime Minister's employment programme to remove the abysmal poverty of the villagers and door to door campaigning to create awareness among villagers about the benefits of education for boys and girls both.

Issue number 4 related to the specific problems children of identified socially disadvantaged group (Scheduled Castes and Muslims) faced in terms of schooling. Shri Akbar, Shri Ram Kishan and Smt. Indira Rani observed that due to poverty parents belonging to this group are not able to afford the cost of books and stationery. They also find it difficult to arrange proper dress, especially for girls. The children belonging to this group are generally engaged in household/agricultural work which adversely affect their attendance in school. Due to irregular attendance they become weak in their studies and lose interest in their education. These children do not get encouragement from their parents and teachers both. Ultimately, they suffer. Shri Sushil and Shri Ram Kishan suggested that parents should be persuaded by the village elders that they should not engage their children during school hours. The teachers can play a significant

role by maintaining close contact and persuading parents to take interest in the education of their children and showing sympathy towards these children.

The next issue was 'what are the problems that girls of other group and children belonging to socially disadvantaged group face in school in terms of teachers attitude and peer group attitude?' Shri Awadhesh Kumar and Shri Siya Ram informed that the teachers attitude was by and large indifferent towards students. Not all teachers were punctual. One or the other always remain absent. They do not perform their duties sincerely. They pay more attention towards good students. The peer group attitude was, however, friendly. Shri Jagdish suggested that the officials must conduct regular inspections in school and punish the irregular and insincere teachers.

The next issue related to the problems faced in understanding the course. Shri Sushil and Shri Awadhesh said that the text and language of the books was easily understandable. The participants thus had no suggestions to offer in this regard.

Issue number 7 was 'what are the problems the children in general and girls in particular face in terms of physical facilities?' Shri Ram Kishan and Shri Awadhesh complained that the school was far away from their homes and the path to the school become water-logged during the rains. Shri Jagdish and Shri Akbar complained that the school also did

not have a toilet and safe source of drinking water. Although there was vacant land in front of the school it was not developed as a play ground and the school had no games material. Shri Jagdish, Shri Siya Ram and Shri Awadhesh were of the view that the school should have all the basic facilities if it has to function effectively. These facilities must be provided at the earliest. They also suggested brick-soling of the path leading to school.

The next issue related to the existence of welfare schemes for school going children. Shri Akbar, Shri Siya Ram and Shri Awadhesh informed that all children who had 80 per cent attendance in school were getting 3 kgs. rice per student per month. All Scheduled Castes and some Muslims children were also getting scholarship at the rate of Rs.12 per month. However, most of the participants were not satisfied with the working of the distribution of rice schemes as they felt that the supplier who distributed the rice was not sincere. The distribution was irregular and the quantity distributed was also not 3 kgs. Shri Lalta Prasad suggested that the school teachers should be given responsibility of distributing the rice. In fact, he said, it would be better if mid-day meals are given to the children as it would encourage them to attend school regularly.

The next issue for discussion was 'what are your expectations from the school system?' Shri Sushil Kumar expected the school should have a decent building with one

room for each class and necessary basic facilities and separate teachers for each class. Smt. Indira expected the school to have trained, sincere and preferably lady teachers. She also thought it would make the teaching meaningful if some vocational training to boys and in handicrafts to girls is also imparted in the school. In order to increase enrolment and attendance she suggested that mid-day meals should be provided to children in the school. Shri Akbar and Shri Siya Ram expected the school to be centrally located. The study materials should be provided to rural children by the school. Shri Ram Kishan and Shri Lalta expected the school to have a play ground with some games material. Smt. Vimla and Shri Akbar expected the school holidays to coincide with the agricultural seasons and Shri Jagdish expected the school to have at least one lady teacher. He also expected the teachers to pay greater attention to weak students so that they do not lose interest in their studies.

Issue number 10 related to the ways in which the above constraints could be overcome. Smt. Indira and Shri Sushil felt that small awards should be introduced for students who remain regular throughout the year. Further, parents completing literacy classes and whose school going age children were enrolled in school should be given preference in assistance under IRDP and TRYSEM. This would attract both the children and parents to the school. Further, they suggested enhancement of the amount of stipend to about Rs.30 per month which should be further raised Rs.40 in class IV so

that the poor parent do not feel burdened by their schooling. Shri Lalta Prasad felt the school must have an adequate building with all the necessary facilities. It should be properly maintained. Its working should also show that the time children spend there is really useful and meaningful for them. These conditions will automatically convince the parents about the utility of school education for their children.

The last issue related to the ways in which the community can participate in overcoming the constraints. Shri Lalta Prasad, Shri Jagdish and Smt. Vimla said that the community leaders and elders must try to convince the parents of school going age children not to engage them in household, agriculture work and in the care of siblings. They must also persuade them for (a) getting the un-enrolled children enrolled; (b) taking interest in their regular attendance; and, (c) preventing early withdrawal of children from school without completing primary education. The community leaders and elders can also influence the teachers for proper working of the school. They can also compell the Pradhan and Gram Sabha members to take active interest in : (a) creating an environment favourable to education of children; (b) the working of school by maintaining close contacts with teachers and education officials; and (c) solving the problems of teachers and school going children. Through the efforts of community leaders the Gram Sabha can effectively play a significant role in this regard.

7. VILLAGE JAMUNIYA

Focus Group Discussion was held in village Jamuniya of block Kant. The block was selected on the criterion of mixed population and the village was also selected for the same reason. Among the participants three each were Muslims, and Scheduled Castes and two each belonging to the General and Other Backward Castes. The discussion was held on December 1, 1996 and lasted for about four hours from 09:00 AM. The background of the participants in the discussion is given in Table 7.

Table 7 : PROFILE OF PARENTS PARTICIPATED IN FGD AT VILLAGE JAMUNIYA

Name	Sex	Age	Caste	Education	Occupation	Position in village
Shaukat Ali	M	50	Muslim	-	Cultivation	Ex-Pradhan
Ram Nath	M	45	OBC	-	Cultivation	Panchayat Member
Ram Prasad	M	30	SC	IXth	Cultivation	Panchayat Member
Ashraf Ali	M	28	Muslim	-	Cultivation	Parent
Shiv Gupta	M	36	Gen	Xth	Cultivation	Parent
Smt. Ram Piyari	F	48	SC	-	Labour	Parent
Smt. Sunari	F	40	OBC	-	Housewife	Parent
Laxmi Prasad	M	38	Gen	XIIth	Service	Teacher
Naresh	M	30	SC	Xth	Cultivation	Parent
Md. Ahmed Khan	M	47	Muslim	-	Cultivation	Parent

As is evident the group comprised eight males and two females. The participants included an Ex-Pradhan, a teacher and two members of the village Panchayat. Four of the participants were educated between class IX and Intermediate. The summary of the discussion is given below.

Result of the Discussion

The first issue put to the participants for discussion was 'do you feel education as imparted by schools to be important for your children?' Shri Shaukat Ali and Shri Shiv Gupta maintained that schooling of children was very important as it help them in the development of their personality, good character and manners. Shri Ram Nath added that education of boys and girls was equally important which generate confidence among them. Smt. Sunari informed that girls in their village are more interested than boys in attending school. Shri Naresh and Smt. Ram Piyari felt that it was due to the fact that boys are generally engaged in activities related to cultivation as some parents feel that there is no immediate economic return of the school education whereas by helping thier poor parents they can contribute to the income of the family. These observations were supported by Smt. Sunari and Shri Laxmi Prasad.

The next issue was 'why are girls being taken out of school more quickly than boys?' Shri Shiv Gupta vehemently

denied that girls are withdrawn from school quickly. However, some participants agreed that some parents do withdraw girls from school earlier than boys. They cited household work, care of siblings, non-availability of study material in time and poor economic conditions of parents as the main reasons for such a trend. Shri Ram Nath said that when girls are withdrawn from school they help their parents in the household work and look after siblings.

Shri Ashraf Ali and Shri Laxmi Prasad suggested that to prevent early withdrawal the school should function properly so that parents can realize that it is useful to send their daughters to school. Further, schools should provide support to girl students in the form of books and stationery and an adequate amount of stipend so that their education is not considered a burden on parents.

Issue number 4 related to the specific problems that children of identified socially disadvantaged group (Scheduled Castes and Muslims) faced in terms of schooling. Shri Ram Nath and Shri Ram Prasad complained that the local teachers do not take interest in teaching. They are usually engaged in their household work and when they are in school they waste their time in just gossiping. Smt. Ram Piyari observed that due to poverty, parents belonging to this group find it difficult to arrange study material for their children in time. Due to poverty some of them face difficulty in arranging proper clothes for their school going

girls. They either do not enroll their daughters or do not take interest in their regular attendance. Shri Shaukat Ali and Mohd. Ahmad Khan suggested that in place of local teachers, teachers from other villages should be posted in the school so that they stay in the school for full time. The school must also provide at least one set of clothes per year to girls belonging to poor families, if their regularity is to be maintained.

The next issue was 'what are the problems girls of other group and children of identified socially disadvantaged group face in school in terms of teachers attitude and peer group attitude?' Shri Shiv Gupta and Shri Ram Prasad complained that the teachers sometime behave in a harsh manner and hit the girls even on minor mistakes due to which girls were afraid of going to school. The teachers are generally irregular and insincere. They do not take interest in teaching due to which children feel neglected. Since most of the children belonging to this group are weak in thier studies they suffer most. In the absence of female teachers the girls also feel ignored by the teachers. The peer group attitude was however friendly. Shri Laxmi Prasad suggested that teachers must be given in service training after a certain period. They must be made to understand not to hit girls, and deal with them in a proper manner. Shri Shankat Ali suggested that there is a strong need to involve Gram Pradhan in the supervision of school and in maintaining a check on the activities of teachers.

The next issue related to the problems faced in understanding the course. Shri Ashraf Ali and Shri Shiv Gupta said that the language and text of the books were easily understandable for the children. Shri Laxmi Prasad, however, suggested that the book should also include some special features of the district in one or two chapters. This will make the text books more interesting for the children.

Issue number 7 for discussion related to the problems that the children in general and girls in particular face in terms of physical facilities. Shri Naresh and Shri Laxmi Prasad complained that the school building was not at all adequate. Its location is such that children have to go through someones field which gets water-logged during the agricultural seasons and rains. The school also did not have a toilet, a safe source of drinking water. In the play ground people tie their cattle. Shri Shiv Gupta suggested that an India Mark II handpump should be provided in school and a toilet must be constructed on a priority basis as children particularly girls face great inconvenience due to the absence of this facility.

The next issue related to the operation of the welfare schemes for school going children. Shri Ram Prasad and Smt. Ram Piyari informed that all children who had 80 per cent attendance in school were getting 3 kgs. rice per student per month. All Scheduled Castes and Muslim children were also

getting stipend at the rate of Rs.12 per month. Most of the participants observed that on the day rice is distributed the school is closed. It is done on the pretext that it will facilitate children to collect their share of rice. The fact, however, is that the teachers want an additional holiday. Smt. Sunari suggested that the rice should be distributed within the school so that school is not closed on a false pretext.

Issue number 9 related to the expectations of the participants from the school system. Shri Shaukat Ali expected the school to have an adequate building and at least one lady teacher. Shri Ram Nath and Shri Ram Prasad expected the school should have sincere and punctual teachers who also organize recreational programmes for children and parents so that people are attracted towards the school. Smt. Ram Piyari expected the school to provide books to all school going children and one set of clothes per year to all girls belonging to poor families. Shri Laxmi Prasad expected all children to be treated equally by teachers irrespective of their socio-economic background. Shri Naresh expected the school to have teachers who are polite who do not behave in a harsh manner particularly with girls.

The next issue related to the ways in which the constraints can be overcome. Mohd. Ahmad Khan suggested that inspections by education officials must be conducted from time to time and the irregular and insincere teachers must be punished. The school should be made an important centre of

activity for all in the village. Aanganwadi, non-formal education classes, adult literacy classes, cultural programmes as well as primary classes should also be conducted in the school during different timings. This would attract all the segments of the village population.

The last issue was the ways in which the community can participate in overcoming the constraints. Shri Naresh and Smt. Sunari suggested that the community leaders should impress upon the parents not to engage their young children in household work and in the care of siblings at least during school hours. Instead, they must be enrolled and encouraged to attend school regularly. Further, a creche must be opened in the village so that the working mothers can leave their toddlers there and children particularly girls are saved from the responsibility of taking care of their younger brothers and sisters. This facility can be arranged either by the Gram Sabha or some voluntary agency working in the rural areas of the district.

8. VILLAGE MOHANPUR

Focus Group Discussion was held in village Mohanpur of block Kant. The block was selected on the basis of the mixed character of its population and the village was also selected for the same reason. Three participants belonged to the

General Castes, three to the Other Backward Castes, three to the Scheduled Castes and one was a Muslim. The discussion was held on December 3, 1996 and lasted for about three and a half hours from 11:00 AM. The background of the participants in the discussion is given in Table 8.

Table 8 : PROFILE OF PARENTS PARTICIPATED IN FGD AT VILLAGE MOHANPUR

Name	Sex	Age	Caste	Education	Occupation	Position in village
Ramesh Chand	M	34	Gen	Xth	Cultivation	Parent
Smt Asha Devi Singh	F	40	Gen	XII, BTC	Service	Aanganwadi Worker
Ram Autar	M	50	OBC	XIIth	Service	Teacher
Aagare Lal	M	45	SC	XIIth	Service	Teacher
Ram Prasad	M	43	SC	BA	Cultivation	Parent
Hari Ram	M	40	OBC	Xth	Cultivation	Parent
Sabir	M	32	Muslim	VIIIth	Cultivation	Parent
Smt. Munni Devi	F	35	SC	Vth	Housewife	Parent
Smt. Sukh Rani	F	40	OBC	-	Housewife	Parent
Viresh Sahaya	M	41	Gen	Xth	Cultivation	Parent

As is evident the group comprised seven males and three females. One of the female participants was an Aanganwadi worker and two male participants were teachers. Except one all the participants were educated between Class V and B.A. The summary of the discussion is given below.

Result of the Discussion

The first issue for discussion was 'do you feel education as imparted by schools to be important for your children?' Shri Ramesh Chand, Smt. Asha Devi and some others maintained that schooling of children was very important since it enhances the confidence among children which helps them in all walks of life. It also creates consciousness about punctuality, discipline, health care and cleanliness. Education was the basic right of every child. Shri Viresh was of the view that education was equally important for both boys and girls. Educated girls can manage their household activities in a better way. However, Smt. Munni Devi observed that education was more important for boys, as they add to the family income when they earn. Besides, they have to look after their parents in their old age. Girls get married and go away. Moreover they do not have to work outside the house. Their primary responsibility is household work in which they have to be proficient. Schools do not teach them about such responsibilities. Further, people find it difficult to get a match easily for their daughters if they are educated. Shri Aagare Lal agreed with these views. Shri Ram Autar, however, observed that girls are generally more serious than boys in studying. They are however prevented from attending the school regularly and in completing their primary education due to a number of circumstances such as poverty of parents and social customs. A number of participants suggested the Gram Sabha, Voluntary

agencies and community elders should impress upon parents that education was equally important for both boys and girls and they, particularly girls must be sent to school and allowed to complete their primary education.

The next issue was 'why are girls being taken out of school more quickly than boys?' Shri Ramesh Chand, Shri Sabir and Shri Ram Prasad cited social customs, household work, poverty and a negative attitude of parents towards their education as the main reasons for it. Smt. Sukh Rani and Smt. Munni Devi said that girls are generally more interested than boys in their studies. They, however, have to leave school because parents either find it difficult to afford even the small cost of their education or feel it has no utility for them or they do not like their 7-8 years old girls sitting with boys in the school. Shri Ramesh Chand said that when girls are withdrawn from school they help their mothers in the household work. Some of them are also engaged in stitching and embroidery. To help girls to complete schooling the government must provide help in the form of stipend of an adequate amount and the course in the school should also include training in some handicrafts, tailoring, embroidery, etc.

Issue number 4 related to the specific problems that children of the identified socially disadvantaged group face in terms of schooling. Shri Hari Ram, Shri Ram Autar and Smt. Sukh Rani observed that the text of the books was

understandable but the contents were not interesting as they do not represent the village environment. Further, the course is of a standard higher than that of the mental level of children belonging to this group. The teachers do not pay proper attention to the students who also do not get any help from their parents in their studies as they are mostly illiterate. Due to poverty parents feel difficulty in arranging books and stationery in time. The girls students need proper clothes for going to school which their parents find difficult to arrange. This results in their irregular attendance in school. Shri Ramesh Chand suggested that if girls' education is to be encouraged the government should give stipend, free books and stationery and at least one set of clothes to the girls belonging to the disadvantaged group.

The next issue was 'what are the problems girls of other group and children of identified socially disadvantaged group face in school in terms of teachers attitude and peer group attitude?' Shri Ram Prasad and Shri Hari Ram said that the teachers do not pay adequate attention to the students. Generally they have an indifferent attitude towards the weak students. Since children belonging to this group were generally weak and irregular they suffer most. Children do not have any complaint of discrimination on caste basis. There is, however, a feeling of economic status due to which children belonging to better-off families do not mix closely with those from the poor families. Shri Viresh Sahaya suggested that the teachers should see that children mix with

each other and that they do not have a feeling of superiority or inferiority among them. A friendly atmosphere has to be maintained in the school so that children do not suffer from any kind of complex.

Issue number 6 related to the problems faced in understanding the course. Smt. Munni Devi informed that although the language of the books was easily understandable some of the contents were difficult to understand particularly by the weak children. Shri Viresh suggested that the text of the books be simplified so that the children can understand it easily. Besides, the books should include some easily understandable poems and chapters on important religious places of the district and about great men and heroes of the country.

The next issue was 'what are the problems children in general and girls in particular face in terms of physical facilities?' Shri Viresh, Shri Hari Ram and Smt. Sukhrani complained that the school building was in a dilapidated condition and it does not have a toilet. There are no games material of any kind. Shri Sabir suggested that a toilet must be immediately constructed in school as the children and particularly girls face great inconvenience.

Issue number 8 related to the welfare schemes in operation for school going children. Shri Aagare Lal and Shri Hari Ram informed that all Scheduled Castes children were getting stipend at the rate of Rs.12 per month. All

children who had 80 per cent attendance in school were also getting 3 kgs. rice per student per month. Some participants were not satisfied with the working of these schemes. Smt. Munni Devi and Shri Aagare Lal observed that the stipend amount was meagre and 3 kgs. rice per month was insufficient for children. Shri Ramesh Chand suggested that the stipend must be given on the basis of economic conditions of parents, instead of the caste. Shri Ram Autar was of the view that yearly financial support must also be provided to all school going girls so that it can meet the cost of at least one set of clothes.

The next issue related to the expectations of the participants from the school system. Shri Ram Autar expected the school building should be properly repaired and it should have adequate number of class rooms. Smt. Sukhrani expected the school to have a toilet, an India Mark II handpump, a play ground, and games material. Shri Sabir expected the school to provide mid-day meals to the students in place of 3 kgs. rice. Shri Viresh expected the school to provide to children of poor families books and stationery. Shri Aagari Lal expected the school to have more lady teachers and Smt. Asha Devi expected all children to be treated equally in school. Shri Hari Ram expected the school to have sincere teachers who take interest in the studies of all children particularly girls.

Issue number 10 related to the ways in which the constraints experienced can be overcome. Shri Ramesh Chand,

Shri Ram Prasad and some others were of the view that the government, Gram Sabha and social Voluntary Organizations should come together to create awareness among parents about the benefits of education for their children. They should organize cultural and entertainment programmes through which they try to convince the parents about the importance of school education of children in general and girls in particular. To encourage children they should also award some students who remain regular in school and whose performance in examinations was exemplary. To encourage teachers to perform their duties sincerely, teachers for overall good performance should also be awarded.

The last issue related to the ways in which the community can help in overcoming the constraints. Shri Ram Prasad and Smt. Asha Devi said that the community leaders/elders can impress upon the parents not to engage their children especially girls in household work and in the care of siblings during school timings and they must send them to school for their better future. Awareness about the benefits of education must also be created among the parents through the school teachers, Gram Sabha members and social workers so that they send their children to school. Further, creche should be opened in the village by the Gram Sabha so that the working mothers can leave their toddlers and the responsibility of looking after siblings does not rest on the young school going age children.

9. VILLAGE SANDA

Focus Group Discussion was held in village Sanda of block Nigohi. The block was selected on the basis of a large Muslim population and the village was also selected for the same reason. Nine of the ten participants in the discussion were Muslims while one belonged to the General Castes. The discussion was held on December 6, 1996 and lasted for about three and a half hours from 11:00 AM. The background of the participants in the discussion is given in Table 9.

Table 9 : PROFILE OF PARENTS PARTICIPATED IN FGD AT VILLAGE SANDA

Name	Sex	Age	Caste	Education	Occupation	Position in village
Prem Kr. Awasthi	M	46	Gen	BA, LLB	Advocate	Pradhan
Liaquat Ali	M	42	Muslim	XIIth	Cultivation	Block Pramukh
Mehboob	M	45	Muslim	-	Cultivation	Parent
Noor Hassan	M	38	Muslim	-	Cultivation	Parent
Smt. Noor Jahan	F	40	Muslim	-	Housewife	Parent
Smt. Rehana	F	38	Muslim	-	Housewife	Parent
Smt. Sarwari	F	30	Muslim	Xth	Farming	Parent
Ali Hasan	M	38	Muslim	VIIIth	Cultivation	Parent
Karam Ali	M	42	Muslim	Vth	Cultivation	Parent
Smt. Zahera Begum	F	39	Muslim	-	Housewife	Parent

As is evident the group comprised six males and four females. One of them was the Pradhan and one was the Block Pramukh. Education-wise, one was an advocate having degree in law while four others were educated between Class V and Intermediate. The summary of the discussion is given below.

Result of the Discussion

The first question put to the participants for discussion was 'do you feel education as imparted by schools to be important for your children?' Shri Prem Kr. Awasthi and some others maintained that schooling of children was very important as it helped them to stand on their own feet. It help them get respect in the society and develop confidence. It helps in development of their personality, good character, manners and behaviour. All these qualities help them do better in all walks of life. Shri Liaquat Ali observed that all the villagers attached equal importance to the education of both boys and girls as they believed in giving equal opportunities to both. They also think that educated girls can get spouse from better families and they can manage their household activities and look after their families in a better way. Shri Mehbook, however, contradicted Shri Liaquat and said that some parents prefer sending only boys to school. They believe educating girls is

a waste of time as they get married and go away and that they have to be proficient in household work only. Shri Noor Hassan agreed that some parents do not send girls to school as they do not like their 7-8 years old daughters to attend a co-education school. They prefer them to study Quran and theology. However, those enrolled were more regular in school than boys because parents engage their sons in agriculture related work through which children are able to contribute, directly or indirectly, to the income of the family. Besides, due to illiteracy and ignorance they do not realize the importance of school education for their children. To improve attendance of boys and enrolment of girls in school he suggested that the government must provide free books and stationery and stipend to the children of poor families. Further, parents must be made aware of the importance of education of their children. Parent-teacher meetings should also be organized in the school from time to time so that parents get an opportunity to know about the working and utility of school.

Issue number 2 was 'why are girls being taken out of school more quickly than boys?' Smt. Noorjahan denied that girls were being taken out of school more quickly than boys at the primary level. However, Smt. Rehana, Smt. Zahera and Smt. Sarwari observed that girls were withdrawn from school sometimes due to poverty, social customs and ignorance of parents. Some poor parents find it difficult to bear school related expenses; some do not like sending 7-8 years old

girls to school and study along with boys; while, some need their help in household work and detain them for this purpose. The girls become irregular in their classes and ultimately lose interest in school. Shri Karam Ali said that girls were interested in studying. They also perform better in school. However, when withdrawn from school, they do household work and look after siblings. Smt. Rehana suggested that to encourage girls to study the government must provide free books, stationery and adequate amount of stipend to girls of poor families. The stipend amount should be sufficient to meet their requirement of books etc. and proper clothes. This help will automatically attract their parents who will not feel burdened by their schooling.

Issue number 4 related to the specific problems children of identified socially disadvantaged group (Scheduled Castes and Muslims) face in terms of schooling. Smt. Sarwari and Shri Prem Awasthi observed that the teachers do not pay adequate attention to the students. The teachers pay attention towards good students or those belonging to better-off families. The weak students who generally belong to this group suffer. They, therefore, lose interest in their studies. Shri Liaquat Ali and Shri Ali Hassan observed that due to poverty people belonging to the disadvantaged group, make their children do household work and labour due to which they attend the school irregularly. These children generally get their study material late as their parents find it difficult to arrange them in time. As far as the language

and contents of the text books is concerned Shri Mehbood and Smt. Noor Jehan felt that they were unfamiliar and not so useful. The difficult words pose problem to understand them by the children belonging to urdu speaking families. Smt. Sarwari felt the facility of teaching urdu is not adequate. As the urdu teacher has also to teach other subjects he pays little attention towards teaching of this language. She also observed that lack of lady teachers work as a deterrent for girls in general and those who are weak in thier studies in particular. Shri Noor Hassan suggested that lady terachers should be posted in the school. Besides, teachers should be trained so that they deal with students softly and properly. This is very important for girls. He also suggested that the government should also provide monetary help in the form of additional stipend to girls so that their poor parents can arrange books etc. and reasonable clothes for them.

The next issue was 'what are the problems girls of other group and children of socially disadvantaged group face in school in terms of teachers' attitude and peer group attitude?' Shri Ali Hassan and Shri Karam Ali observed that the teachers' attitude towards students was not proper. They are generally harsh in their behaviour and sometimes they even hit them badly. They behave in the same way with girls also. The peer group attitude was, however, friendly. Shri Prem Awasthi suggested that teachers be given training in dealing with children so that their behaviour towards them is sympathetic. Further, Shri Karam Ali suggested that the

Pradhan should be given powers to check the working of teachers.

The next issue for discussion was 'what are the problems faced in the understanding of the course?' Shri Ali Hassan, Shri Mehbook and Shri Liaquat Ali observed that the language and text of the books does pose some problem in understanding them during the first two years of schooling because of unfamiliarity of children from urdu speaking families with some difficult Hindi words. The contents were more urbanized and uninteresting for the children belonging to illiterate rural families.

Issue number 7 was 'what are the problems children in general and girls in particular face in terms of physical facilities?' Smt. Rehana and Shri Ali Hassan complained that the school did not have a toilet due to which children particularly girls faced great inconvenience. They also pointed out that there was no play ground in the school. Shri Karam Ali suggested that a toilet must be constructed immediately and arrangement should also be made for a play ground and some games material in the school so that children do not waste their time in gossiping or quarelling.

The next issue related to the existence of welfare schemes for school going children. Smt. Noor Jahan and Shri Noor Hassan informed that all children were getting 3 kgs. rice per month. All Scheduled Castes children were also getting stipend at the rate of Rs.12 per month. Most of the

participants were, however, not satisfied with the working of these schemes. They complained that rice was not given in the right quantity and the amount of stipend was meagre which did not serve any purpose. Shri Prem Awasthi and Smt. Sarwari suggested that the arrangement for distribution of rice must be transferred to the village pradhan and the school Head Master. Further the value of the stipend must be raised to at least Rs.300 per year, to make it meaningful.

The next issue related to the expectations of the participants from the school system. Shri Mehboob and Smt. Noor Jahan expected the school to have punctual, sincere and sympathetic teachers and the building should be decent with adequate number of rooms. The building should be properly maintained. It must have all the basic facilities such as Durries for seating, electricity, black board, furniture for teachers, a toilet, an India Mark II handpump, a play ground and games material. Shri Noor Hassan expected the school to organise entertainment programmes every month. Smt. Rehana expected the school to provide mid-day meals to the children. Shri Ali Hassan expected the school to be close to their homes and Smt. Zahera expected the school to provide study material to all students. Shri Karam Ali and Shri Prem Awasthi expected all children to be treated equally by the teachers and the teachers' behaviour should be a source of encouragement for children in general and girls in particular. Shri Liaquat Ali expected the school holidays to coincide with the agricultural seasons and local festivals.

and Smt. Sarwari expected the school to have at least one lady teacher.

Issue number 10 was 'what are the ways to overcome the constraints?' Smt. Rehana observed that if a High School for girls is opened in or around the village it will help create an environment favourable to girls education. Further, at least one permanent local lady teacher should be appointed in the school so that girls are attracted to school. Shri Liaquat Ali observed that school teachers can play a significant role in attracting parents and children to school. If they are able to show that school is working properly they can impress the parents about the utility of school education. Smt. Sarwari added that teachers should also maintain regular contacts with parents of non-school going and irregular children. They can persuade parents for taking interest in the education of their children. Shri Prem Awasthi felt that a good school building can also influence the parents positively.

The last issue related to the ways in which the community can participate in overcoming the constraints. Smt. Sarwari and Smt. Zahera were of the view that the community elders and village leaders can impress upon the parents not to engage their school going age children in cultivation, household work and in the care of siblings. Instead, they must be sent to school for their better future. Since elders are generally respected in the village their

persuasion will have positive results. Shri Ali Hassan felt that elders in different caste and religious communities can help promote an environment favourable to girls education in their community. If they actively support it, the parents in the younger generation will easily get convinced. Smt. Sarwari and Shri Karam Ali observed that people generally blame their poor economic conditions for their inability in sending their children to school. The fact, however, is that most of them do not realize the importance and utility of school education. The village and community leaders/elders can create the consciousness among such parents as their views are generally respected.

10. VILLAGE HAMZAPUR

Focus Group Discussion was held in village Hamzapur of block Nigohi. The block was selected on the basis of a significant proportion of Muslim population and the village was also selected for the same reason. Nine of the participants in the discussion were Muslims while one belong to the Other Backward Castes. The discussion was held on December 8, 1996 and lasted for about four hours from 11:00 AM. The background of the participants in the discussion is given in Table 10.

Table 10 : PROFILE OF PARENTS PARTICIPATED IN FGD AT VILLAGE HAMZAPUR

Name	Sex	Age	Caste	Education	Occupation	Position in village
Smt. Anuwati	F	30	DBC	-	Housewife	Pradhan
Hamid Ali	M	45	Muslim	XIIth	Cultivation	Member BDC
Noor Mohammad	M	35	Muslim	VIIth	Cultivation	Parent
Islam	M	30	Muslim	VIIth	Trader	Parent
Azim	M	38	Muslim	IXth	Cultivation	Parent
Imtiyaz Ali	M	36	Muslim	VIIIth	Trader	Parent
Lal Mohammad	M	27	Muslim	VIIth	Service	Parent
Smt. Munauwari	F	26	Muslim	-	Housewife	Parent
Sabir	M	35	Muslim	VIth	Labour	Parent
Smt. Reshma	F	28	Muslim	-	Housewife	Parent

As is evident the group comprised three females and seven males. One of the females was the Pradhan and one of the male participants was the Member of the Block Development Committee. Education-wise, seven participants were educated between Class VI and Intermediate. Occupation-wise, four participants were engaged in cultivation, one in service and two in trade while one was a labour. The summary of the discussion is given below.

Result of the Discussion

The first question for discussion was 'do you feel education as imparted by schools to be important for your children?' Smt. Anuwati and some others said that schooling of children was very important as it helped their mental development. It develops among them confidence and help them in benefiting from different welfare schemes of the government. Shri Hamid Ali observed that in the present context education was equally important for both boys and girls as educated girls were better mothers. They can manage their household activities in a better way and it also creates among them consciousness about health care and cleanliness. However, Shri Noor Mohammad held a different view. He observed that some poor and illiterate parents prefer sending only boys to school. Smt. Anuwati contradicted Shri Noor Mohammad and said that when poor parents stop sending their children to school they do not discriminate between boys and girls. Shri Islam observed that since the school was very far away from the village girls were not able to attend school regularly. Shir Lal Mohammad expressed the view that a school should be established in the village through which stipend should be given to children of poor families. He felt that if it is done more children will be enrolled and they will attend the school regularly. Most of the participants supported this view.

The next issue was 'why are girls being withdrawn from school more quickly than boys?' Shri Azim denied that girls were being withdrawn more quickly than boys. However, Shri Imtiyaz Ali, Smt. Munawari, Shri Lal Mohammad and Shri Sabir observed that social conventions such as purdah and early marriage, poverty, household work, responsibility of siblings and illiteracy and ignorance among the parents does compell some of the parents to withdraw their daughters from school before completion of their primary education. Shri Hamid Ali said that girls are more interested than boys in studying but when they are withdrawn from school they help their parents in household work, cultivation work, looking after siblings, and during spare time do embroidery, knitting and stitching. Shri Noor Mohammad suggested a school must be opened in the village. It should have female teachers and the parents be made aware of the benefits of education especially for girls. The government must provide free books, stationery and stipend of a reasonable amount to all girls of poor families.

Issue number 4 related to the specific problems that the children of identified socially disadvantaged group (Scheduled Castes and Muslims) face in terms of schooling. Smt. Munawari, Shri Sabir and Smt. Reshma observed that due to poverty parents belonging to the disadvantaged group make their children do labour and earn, to add to the family income. Further they are not able to provide their children with study material in time. Due to illiteracy parents were

not able to help their children in completing the school homework. Because of these conditions children were not able to attend school regularly. Shri Islam suggested that the government must provide books and stationery free to all children of poor families. Parents must also be made aware of the benefits of education so that they send their children to school, instead of making them do household/cultivation work.

The next issue was 'what are the problems girls of other group and children of identified socially disadvantaged group face in school in terms of teachers' attitude and peer group attitude? Shri Azim observed that the teachers' attitude was not proper. They were not paying adequate attention to the children. Their attitude towards children was indifferent as they were not taking interest in teaching. The peer group attitude, however, was cordial. Shri Lal Mohammad suggested that teachers must be given training on how to deal with children. Shri Imtiaz Ali suggested that there should be regular checking of the working of teachers. The good teachers should be encouraged by rewarding them while the insincere teachers must be punished.

Issue number 6 was 'what are the problems faced in understanding of the course?' Smt. Anuwati, Shri Hamid Ali and Smt. Reshma observed that the language and text of the books was easily understandable and the children faced no problem.

The next issue related to the problems the children in general and girls in particular face in terms of physical facilities? Shri Islam, Smt. Reshma and Shri Noor Mohammad complained that the school was very far away from the village and the path to the school was very unsafe. Due to the long distance girls generally do not attend the school regularly. The school also lacked a toilet and a play ground. Shri Hamid Ali suggested that a school must be established in the village. It should have all the basic facilities such as a toilet, India Mark II handpump and a play ground.

Issue number 8 related to the existence of welfare schemes for school going children. Shri Islam and Shri Azim informed that all children were getting 3 kgs. rice per month. All Scheduled Castes, Muslims and some very poor children were getting stipend at the rate of Rs.12 per month. Shri Imtiyaz Ali complained that the scheme relating to the distribution of rice was not working properly. The children were not getting the rice in the fixed quantity of 3 kgs. The stipend was also not distributed every month and its amount was also meagre. Shri Sabir suggested that the rice should be distributed in school in the presence of the Pradhan. Stipend amount should be raised and it should also be given to all poor children, irrespective of their caste.

Issue number 9 related to the expectations of the participants from the school system. Shri Sabir and Smt. Anuwati expected the school to have a decent building with a

separate room and teacher for each class. Smt. Reshma and Shri Hamid expected the school to provide mid-day meals to students and arrange entertainment programmes for children and parents. Smt. Anuwati expected the location of school to be within a distance of not more than a kilometre and Shri Noor Mohammad expected the school to provide study material to all children. Shri Islam and Shri Azim expected the school to have all necessary facilities such as toilet, India Mark II hand pump and a play ground and all children to be treated equally by teachers. The teachers must be sincere and punctual and must take interest in teaching. Smt. Munawari expected the school holidays to coincide with the agricultural seasons and local festivals. Shri Imtiyaz expected the school to have at least two lady teachers.

The next issue was 'what are the ways to overcome the constraints they experience?' Shri Sabir observed that if a school is established in the village the parents will feel attracted to send their children. The children, particularly girls will attend their classes regularly. Further, if more female than male teachers are appointed the school is likely to function in a better way. In their presence parents may not feel inhibited to send their daughters. The lady teachers can also easily persuade parents to send their daughters to school. Smt. Munwari suggested that children of poor families must be given free books, stationery and stipend. The amount of stipend should be increased to make it meaningful.

The last issue related to the ways in which the community can participate in overcoming the constraints. Shri Hamid and Shri Azim felt that the community leaders can impress upon the parents not to make their school going age children do household work and look after siblings at least during school hours. Instead, these children must be enrolled and sent to school regularly. Shri Islam, Shri Lal Mohammad and Noor Mohammad observed that poverty of parents does play as a deterrent to schooling of children but more important was lack of realization of the importance and necessity of school education for their children. Thus, consciousness about the utility of school education has to be created among them. The active and enlightened elders of the village can play a significant role and convince the parents of non-school going children about the necessity of sending them to school. They should also be impressed upon to consider schooling of boys and girls equally important.

IMPORTANT POINTS EMERGED IN DISCUSSION

The important points that emerged in FGDs in the ten selected villages of the District were as under :

Issue No. 1

1. Most of the participants in the FGD in the selected ten villages of the district observed that school education was important for their children. They also considered it equally important for boys and girls as it helped them : (a) get respect in the society; and (b) do better in every walk of life.
2. Education helps children by developing their personality and abilities, generating knowledge and increasing confidence among them.
3. Education helps children in developing good character, manners and behaviour.
4. Schooling makes the children conscious about punctuality and discipline as they are required to reach the school in time and follow the instructions of teachers.
5. Education enhances confidence among children which helps them in all walks of life.

6. Education creates consciousness about health care and cleanliness.
7. Educated children can benefit more from various welfare programmes of the government.
8. Educated girls get spouses from better families and they can manage their household activities and look-after their families in a better way. She can stand on her own feet and earn in times of crisis.
9. The school going girls were considered more serious in their studies than boys.

Some of the Important Points Emerged in the Discussion Against Schooling of Children were :

10. There is no immediate economic return of school education whereas by helping their economically poor parents children can contribute, directly or indirectly, to the income of the family.
11. Economically poor parents feel that boys can contribute to the family earnings by working during agricultural season while girls may help by doing household work and leaving their mothers free to work and earn.
12. Poverty of parents prevent them from sending their children, particularly girls, to school. They find it

difficult to bear even the meagre expenses on their schooling.

13. The primary responsibility of girls was household work. They have to be proficient in this only. Schools do not teach them about such responsibilities. By attending the school for almost the full day they cannot devote sufficient time to household work and will, therefore, not be able to learn how to shoulder their primary responsibilities efficiently.
14. School education for girls was not as important as for boys as after marriage they have to go to their in-laws' house and they have to be proficient in household work. Further, people find it difficult to get a match for their daughters if they are educated.
15. Due to poverty and illiteracy some of the parents do not consider schooling of girls as important as they consider it for boys. They feel boys are capable of earning and improving the economic status of the family. Besides, they have also to look after their parents in their old age.
16. Due to illiteracy parents do not realize the importance of school education for their daughters. They feel that girls do not have to undertake jobs in offices.
17. Most of the villagers are either marginal farmers or labourers and, therefore, poor. They try to marry their daughters at an early age.

18. People face some difficulty in finding a match for their daughters, if they are educated.

Issue No. 2

1. Girls were generally withdrawn from school earlier than boys in case parents were economically poor or illiterate.
2. The girls in such families have to shoulder the responsibilities of cooking food, looking after siblings and collecting fodder for the family cattle so that their mothers can work and contribute to family income. Sometimes, girls have also to help their parents in agricultural work. Under such conditions they become irregular in their school. Eventually, they are withdrawn earlier than boys.
3. Some parents feel that a girl must be proficient in household work as it is more important than her education.
4. Due to illiteracy parents do not realize the importance and utility of school education for girls and, therefore, they do not encourage them to go to school regularly. After one or two years of their schooling they prefer them to stay at home and look after the

household work. The girls also lose interest in the school and ultimately drop-out.

5. In some families the parents feel that girls of 8-9 years age sitting with boys in school was not desirable. They, therefore, withdraw them after two-three years of schooling.
6. Social customs such as practices of purdah and early marriage of girls compel parents to withdraw their daughters before they complete primary education.
7. Since girls do not have to take-up jobs in office. They have to get married and go away to their in-laws house. There is no point in wasting their five years in school. They are, therefore, withdrawn when they develop the ability to read and write.
8. Some parents feel that they may face difficulty in finding a suitable match for their daughters, if they are educated. They may also need more money if they try to find out educated spouse for their daughters.

Issue No.4

1. Some participants suggested the language used in the text books needs simplification as children find it difficult to understand some of the difficult words.

Some of the participants also considered the standard of the text books as high, particularly, for children belonging to the socially disadvantaged group who were generally weak in their class.

2. Some of the contents of the text books were felt unfamiliar and not interesting for children as they do not represent the village society and environment. Its language was considered more urbanised.
3. Due to poverty, the parents either do not enrol their children in school or even if they enrol them they do not take interest in their studies. They engage them in household/earning activities. Thus, their children remain irregular in school. The children, therefore, become weak in their class and lose interest in their studies.
4. Most of the parents in this group are economically very poor and, therefore, find it difficult to arrange books and stationery for their children in time.
5. A common observation of the participants was that school going girls need proper clothes while parents in the socially disadvantaged group find it difficult to arrange them due to their poverty. They felt it was an important reason for irregular attendance of girls in school.

6. Generally, children belonging to socially disadvantaged group were weak in the class as due to their involvement in household/earning activities they become irregular in the school or their parents being illiterate were unable to help them complete their home work. They, therefore, need greater attention and support of teachers which, however, was not available due to indifferent attitude of teachers. As the teachers do not take interest in teaching the weak students belonging to this group suffer most.
7. The teachers generally pay greater attention to the good students or to those belonging to better-off families. The weak students, who generally belong to this category of population, suffer. They, therefore, lose interest in their studies.
8. A common observation of the participants was that the teachers were irregular in attending the school. The weak students, in this situation, suffer most and lose interest in their studies.
9. Lack of lady teachers in school works as a deterrent for girls in general and those who are weak in their studies in particular.
10. Illiteracy and ignorance among parents prevented parents from giving importance to girl's education.

Issue No.5

In half of the villages the participants observed that the attitude of teachers was sympathetic towards students. In the other half the participants of FGDs, however, observed as under :

1. The teachers were not paying equal attention to all the children. Some of them observed that generally they ignore the weak students. Since children from most of the families in socially disadvantaged group were also weak in their studies they are generally ignored.
2. The teachers attitude was unsympathetic and their behaviour was crude. They generally give punishment to students even on minor mistakes. Their harsh behaviour does not spare even the girls who are hit even on minor mistakes. Due to this girls were afraid of going to school.
3. Some teachers discriminate students on the basis of their socio-economic background. They pay greater attention towards children belonging to better-off families.
4. Some of the participants observed that the attitude of the teachers towards students was not good. They were indifferent towards children and were not taking interest in teaching.

5. The teachers are generally irregular and do not observe school timings. They are, therefore, not able to give sufficient time to children due to which children feel neglected. Since most of the children belonging to socially disadvantaged group were weak in their studies, they suffer most.
6. In the absence of female teachers girls often feel ignored as only the active boys get attention of the teachers.
7. Girls belonging to the socially disadvantaged group were generally irregular and weak. They, therefore, need greater attention and sympathy of teachers. The teachers pay attention towards better students. They do not care if girls attend the school irregularly.
8. The general observation about peer group attitude was that the relations among children were cordial and there was no feeling of caste, religion or economic superiority/inferiority among them.
9. In some of the villages the participants of FGDs observed that children belonging to comparatively better-off families do have feeling of superiority as they attend the school in relatively better clothes. In some villages children belonging to higher castes do not mix closely with those belonging to socially disadvantaged group.

Issue No.6

1. The participants of FGD in half of the selected villages observed that their children had no serious problem in understanding the contents of the text book. They felt neither the language nor the contents were difficult to understand.
2. In the other half of the villages the participants observed as under :
 - i) The language used in the text books was difficult and not easily understandable by children due to use of difficult words.
 - ii) The language and text of the books were not easily understandable particularly by weak students as they are not related to rural society and environment.
 - iii) The language pose some problem particularly during the first two years of schooling.

Issue No.7

The problems that the children in general and girls in particular face due to inadequate physical facilities as identified by the participants were :

1. From one of the villages the school was located at a far off place due to which absenteeism among girls was very high.
2. In five villages, the road leading to the school was bad and unsafe and difficult to use during rainy season when it normally remained water logged.
3. Non-existence of a toilet within the school buildings of all the villages caused serious problem, particularly for girls.
4. Lack of a safe source of drinking water in the school in seven villages was mentioned as a serious problem for children particularly during summers.
5. Absence of a play ground was considered a serious drawback for children in seven villages due to which they were not able to play. In the remaining three villages the participants in the FGD observed that though there was a play ground, the school had no games material to play. They emphasized the need of games material in the school so that children do not loiter or fight among themselves. Instead, they should spend their free time in playing in a disciplined way.
6. The participants in the FGD were very critical about the lack of basic facilities like toilet and drinking water. For the bad condition of the road leading to the school,

they generally criticised the Gram Sabha which did not care for the school going children.

7. Inadequate building of the school which cannot conveniently accomodate the number of children enrolled. Similarly, the number of rooms were much less than number of classes, due to which teaching was affected adversely. Besides, teachers' attention was also divided as students of more than one class sit in a room due to which the students suffer.
8. In two villages the participants described the condition of school buildings as unuseable as they were in dilapidated condition.

Issue No.8

1. The participants were aware about two schemes in operation for school going children. They mentioned (a) the provision of 3 kg. rice per child per month; and (b) stipend paid to all the children belonging to the Scheduled Castes @ Rs.12 per month. At a few places the participants also mentioned that some children belonging to the Muslim families were also getting the stipend. In some villages few orphan/disabled students were also receiving stipend.
2. As regards the distribution of rice the participants in most of the villages complained about cheating in

weighing the rice by the supplier. Most of them observed that instead of 3 kgs. they were actually getting not more than 2.5 kgs. In some villages people also complained that the rice was not distributed regularly and some time they received the supply after 3-4 months.

3. In some villages the participants observed that the rice distributed was of a very inferior quality.
4. In some villages the participants complained that the supplier misbehave with children.

Issue No. 9

While discussing this issue the participants in the FGDs expressed their expectations from the school system. They expected the schools to have :

1. A decent building with a separate room for each class.
2. Easy approach and location at a short distance of not above 1 km.
3. Basic facilities such as a toilet, safe source of drinking water, play ground and games material.
4. Programmes for recreational/cultural activities for students as well as parents.

5. Sincere, regular and trained teachers.
6. Separate teachers for each class.
7. Preferably more or at least one lady teacher.
8. Teachers who are polite and sympathetic to students who do not behave in a harsh manner particularly with girls.
9. Teachers who treat all children equally irrespective of their social/economic background.
10. Teachers who pay greater attention towards weak students.
11. Ameliorative programmes such as supply of adequate quantity of mid-day meal to all children, stipend of reasonable amount, books and stationery to all girls and to the boys belonging to economically poor families and one set of uniform per year to all the girl students.
12. Holidays in accordance with agricultural season and local festivals.
13. Facilities for technical/vocational training for boys and training in handicrafts, tailoring, knitting and embroidery for girls so that their education in school becomes more meaningful.

Issue No. 10

1. First of all the participants thought the parents have to be made aware of the importance of school education for their children in general and girls in particular. They have also to be impressed that school education was equally important for boys and girls. The teachers can play a significant role by keeping regular contacts with parents of particularly the non-school going children and by generating in them interest in school activities through regular get-togethers or cultural programmes in the school. If they are able to show that teachers are sincere and school is working properly they can impress the parents about the utility of school education for their children.
2. An environment in favour of school education of children has to be built up in the village through an effective propaganda and campaign by involving the community/ village elders, Gram Sabha, school teachers and social workers. The parents should also be impressed not to engage their children in household activities during school hours.
3. More female teachers than males or at least one can create a better environment in school. It will also attract more parents to send their daughters.

4. An adequate and properly maintained school building with sufficient physical facilities and regular, trained and committed teachers will improve the village environment in favour of school education of children.
5. The school should be made a centre of activity for all in the village-children, adults, men and women by running non-formal education, and adult literacy classes and organizing cultural programmes during different timings. This will attract children as well as their parents and help in building an environment favourable to school education of children.
6. The day-to-day management and close monitoring of the activities of the school should be made the responsibility of the Gram Pradhan. Due to such responsibilities he will have access to the authorities who can also be persuaded for proper repairs and maintenance of the building.
7. Priority in employment under JRY and Prime Ministers Employment Programme and in assistance under IRDP and TRYSEM should be given to the parents whose children were enrolled in school.
8. If the literacy programme for illiterate adults is carried out effectively it will have a positive effect on the attitude of parents towards education of children in general and girls in particular.

9. A reasonable amount of stipend, not less than Rs.400 per year, should be paid to all the school going girls. Besides, they should also be provided books and stationery and one set of clothes per year. This support will be very useful for their families which will be a strong incentive for parents for continuing schooling of their daughters at least upto primary level.
10. The rate of stipend for girls should be increased gradually in Class III and IV so that girls are encouraged to complete their primary education.
11. A scheme of awarding students with over 90 per cent attendance in school should be useful for encouraging regularity. The award may be given in the form of stipend during the next one year.
12. A scheme to award good and sincere teachers and punish the irregular and insincere ones may help in improving the working of school.
13. To build an environment favourable to girls education a senior basic school for girls should be opened in or near the village.

Issue No. 11

1. Generally, the participants in the FGDs felt the community can play a significant role in developing an environment in favour of school education of children. They observed that in the village society some old values still exist. Generally, people have respect for elders. Parents of even married children have greater control over their family matters and their say in the affairs of their grand children is greater than that of their sons. Any effort for removing the constraints with regard to the schooling of children can succeed if it is made through them.
2. The active and enlightened elder persons of the village can convince the parents of non-school going children about the necessity of sending their children to school and providing them an opportunity to learn for a better future. Since most of the parents were generally not very enthusiastic about the education of girls the emphasis of the community leaders/elders should be on the schooling of girls as school education can certainly help them in many ways - in managing the household; in caring the children; and, in maintaining the health of the members of their families.
3. The elders in different castes and religious communities can help promote an environment favourable to the

education of children in general and girls in particular in their community. If they actively support it the parents in the younger generation will be easily convinced. The participants also observed that the influence of the caste/religious leaders on the members of their community was significant and people generally follow their advice. If they actively try, they can easily persuade parents to enroll their children in school.

4. The village/community leaders/elders through their concerted efforts can impress upon the parents not to engage their children and particularly girls in household/agricultural work and in the care of siblings, at least during school hours so that they can attend their classes regularly.
5. The participants observed that people generally blame their poor economic conditions for their inability in sending their children to school but the fact is that most of them do not realize the importance and necessity of school education for their children. The village and the community leaders/elders can create consciousness among such parents about the utility and importance of school education for boys and girls both.
6. The educated elders in the village can help in creating an environment favourable to school education by : (a) helping actively the Adult Literacy Programme so that

illiterate adults can be made literate; (b) influencing the authorities and school teachers to make the school an attractive place for children; (c) convincing the parents about the utility of school education for their children in general and girls in particular; and, (d) persuading them to enroll all of their school going age children in school and see that they regularly attend their classes and complete the primary education.

7. The Gram Sabha or some Voluntary Agency should establish a creche in the village so that working mothers can leave their toddlers there and school going girls are saved from looking after their siblings.
8. The school generally lacks attraction for children and parents both due to its highly inadequate building, insufficient, irregular and uncommitted teachers and its inadequate functioning. It is, therefore, essential that the school should be made an attractive place. If community leaders/elders take an active interest they can influence the Pradhan and Members of the Gram Sabha for playing an important role in (a) creating an environment in favour of school education of children; (b) improving the working of the school by maintaining close contacts with teachers and education officials; and, (c) solving the problems of school going children and teachers.

9. Efforts should also be made to involve youth of the village in promoting school education among children. They can be very helpful in improving the status of enrolment, regularity in attendance and in retention of children till they complete primary classes.

CHAPTER V

SUGGESTIONS FOR INTERVENTION

The Focus Group Discussions in the ten villages selected in the district for the purpose of the study were lively as care was taken that every one of the participants should take an active part and express his/her views freely. During the course of discussion the participants suggested certain measures for improving the conditions in favour of education of children in general and girls in particular. Their suggestions have been included in the village-wise report of FGDs. In the following, we present a summary of the important suggestions received from the participants of the FGDs in district Shahjahanpur.

- I. During the discussions two major reasons for indifferent attitude of parents towards school education of children in general and girls in particular had emerged. They were : (a) poverty; and (b) illiteracy among them.

To attract poor parents to enrol their children and allow them to complete their primary education the suggestions included :

- (a) Books and stationery and stipend should be provided by the school to all the students belonging to identified socially disadvantaged group and to those of the poor families of other group.
 - (b) All school going girls should be provided books and stationery.
 - (c) The present rate of stipend paid to the children of identified socially disadvantaged group was considered meagre and, therefore, unattractive. It should, therefore, be enhanced to a reasonable amount.
 - (d) All school going girls should be given stipend - irrespective of their socio-economic background. The present rate was highly inadequate particularly for girls. To enable the economically poor parents to arrange reasonable clothes for their school going daughters they should be paid a monthly stipend of at least Rs.35. The rate of stipend should be increased gradually in class III and IV so that they are encouraged to complete primary education.
- II. To develop consciousness among illiterate parents about the importance and utility of school education for their children the following measures were proposed:

- (a) The adult literacy programme will have to be carried out by the concerned agencies in its true spirit. For this purpose a vigorous campaign through films, kathputli and other entertaining programmes should be organized to impress upon them the importance of Adult Literacy Programme. The Pradhan, Gram Sabha Members, school teachers, village and community elders can help a lot in this regard. Their active support and cooperation must be sought to generate an environment in favour of the campaign. If the Adult Literacy Programme is successful it will have a positive impact on the attitude of parents towards the school education of their children.
- (b) Parents must be convinced that (a) school education was equally important for boys and girls; (b) besides making them literate the school helps the children in improving their capabilities, manners and discipline. Such abilities will help them in managing their household in a better way; and (c) the educated girls can look-after their families in a better way and get greater respect in their in-laws' house. They should also be convinced that they should not consider schooling of children as a loss of direct or indirect family earnings. They should look at it as a means for their better future. The school going age children should not be

detained at home for household work and this work for girls must be avoided during school hours so that they can attend the school regularly. Thus, there is a need for building an environment in favour of school education for children in general and girls in particular. The village/community elders, Gram Sabha members and school teachers can play a significant role in building such an environment.

- (i) In the village society village/community elders are still respected. If they actively take interest in the school education of children and try to persuade parents it is most likely to have a good effect on their indifferent attitude towards schooling of children in general and girls in particular.
- (ii) The Gram Sabha or some Voluntary Organisation should establish a creche in the village so that working mothers can leave their toddlers there and the school going girls are saved from looking after siblings.
- (iii) The school teachers can help a lot in developing the village environment in favour of school education for children by : (a) attending the school regularly; (b) teaching

the students sincerely; and (c) persuading parents of non-enrolled children to send them to school and keep a regular check that they attend their classes regularly.

(c) If some elementary vocational training for boys and in handicrafts, tailoring, embroidery and knitting for girls is also arranged in the school, the parents will certainly feel attracted towards the school and will consider the school education for their children meaningful.

(d) The weak students irrespective of their socio-economic background must get adequate attention of teachers. The teachers should not discriminate students on the basis of their socio-economic background.

(e) The teachers must be regular and punctual in attending the school. They must be sincere in their duty and polite in their behaviour. This will have a better impact on students as well as their parents. They will also realize that the time spent by children in school is purposeful.

(f) To encourage sincerity and hard work among teachers a scheme should be devised to award good teachers and punish the irregular and insincere ones. This will help in improving the working of the school.

(g) The teachers should be sympathetic towards children belonging to the identified socially disadvantaged group and also towards girls of other group. They should encourage them for regularity in attendance.

(h) The teachers should not behave in a harsh manner with children particularly with girls. Their training programme should also cover this aspect.

III. To attract the parents as well as children to the school the discussants also suggested a number of measures related to the school.

(a) For smooth teaching the school should have an adequate building with one room for each class. It should be properly maintained.

(b) The school should have minimum basic facilities such as, a toilet; an India Mark II handpump for safe drinking water; some sports material; and, a play ground.

(c) Since the schools generally lack attraction for children and parents both due to their inadequate buildings, insufficient, irregular, uncommitted teachers and its inadequate functioning the Pradhan, Gram Sabha Members, village and community elders should, therefore, take active interest in its working. They should try to solve the problems of schoolgoing children and teachers. This is

likely to yield positive results. They can, then, effectively persuade parents to enrol their non-school going children to school and see that they complete their primary education.

- (d) The location of the school should be at a convenient place, i.e. near the habitation, and its distance should not be more than a kilometre.
- (e) The road leading to the school should be safe and properly maintained by laying kharanja so that there is no water logging during rainy season.
- (f) The school should have one teacher for each class. The teachers should be trained.
- (g) There should be more female teachers than males. In any case, the school must have at least one lady teacher.
- (h) In order to attract parents and students the school should organize recreational/cultural activities for them. Besides, parent-teacher meetings should also be conducted so that parents take interest in the studies of their children.
- (i) The school should be made a centre of activity for all in the village-children, adults, men and women by running non-formal and adult literacy classes and organizing cultural programmes during different

timings. This will attract children as well as their parents and help in building an environment favourable to school education of children.

- (j) Due to the shortage of teachers student do not get their attention and weak students particularly girls suffer most. The number of students per teacher should, therefore, be reasonable.

IV. The participants in the FGD also suggested some modifications in the language and contents of the text books :

- (a) Lessons more relevant to social, cultural and economic life in rural areas should be included in the text books.
- (b) To make the reading interesting chapters depicting some special features of the concerned district should also be included in text books.
- (c) Use of difficult words in the text should be avoided.

V. Some of the suggestions of the participants with regard to the working of the school were also related to the Gram Sabha. They included :

- (a) To maintain regularity and punctuality among teachers and their interest in teaching the responsibility of day-to-day administration and

supervision of the school should be entrusted to the Gram Pradhan.

- (b) The Gram Sabha should take active interest in the working and maintenance of the school. Wherever needed, the road to school should be properly maintained with brick-soling through JRY funds. The Pradhan and Gram Sabha members should also try to solve the problems of the school and students.

VI. A common complaint of the participants of FGDs was that the rice distributed to the school going children was never more than 2.5 kgs. instead of 3 kgs. and its quality was very inferior. They therefore, suggested that instead of rice the students should be provided mid-day meals in the school.

If the present scheme is to continue, its quantity as well as quality should be ensured and it should be distributed in the school under the supervision of the Head Master and the Pradhan.

The participants of the FGDs considered the above measures were important for improving the situation with regard to enrolment, attendance and drop-out. They thought that such measures will benefit the children in general and girls and those belonging to the identified socially disadvantaged group in particular.

Appendix I

**LEADING QUESTIONS ON WHICH THE VIEWS
OF THE PARTICIPANTS ARE TO BE SOUGHT
IN THE FOCUS GROUP DISCUSSIONS**

1. Do they feel education as imparted by schools to be important for their children?
2. Why are the girls being taken out of school more quickly than boys?
3. Why are tribal children being taken out of school more quickly than others?
4. What are the specific problems the children of identified socially disadvantaged group (SC, ST, Muslims) face in terms of schooling?
5. What are the problems girls of other group/children of the identified socially disadvantaged group face in school in terms of teachers attitude and peer group attitude?
6. What are the problems faced in the understanding of the course?
7. What are the problems the children in general and girls in particular that they face in terms of physical facilities?
8. What do the participants of FGD feel about different schemes that are in operation for school going children in these areas?
9. What are the expectations from the school system?
10. What are the ways to overcome the constraints they experience?
11. In what ways the community can participate in overcoming the constraints?

INTERVIEW SCHEDULE (FOR PARENTS)
SOCIAL ASSESSMENT STUDIES
Sponsored by
UTTAR PRADESH EDUCATION FOR ALL PROJECT
State Project Office
LUCKNOW
Conducted by
GIRI INSTITUTE OF DEVELOPMENT STUDIES
LUCKNOW

1. District :
2. Block :
3. Village :
4. Name of Respondent :
- 4.1 Sex : M/F
- 4.2 Age :
- 4.3 Caste : General/SC/ST/DBC/Muslim/Other
- 4.4 Occupation :
- 4.5 Monthly Income :
- 4.6 Educational Qualification :
- 4.7 Total number of children in 6-11 years in the family:
Boys : Girls :

Enrolment in School

6. Do all of them go to school? Yes/No
- 6.1 If no, how many of them are not going to school?
Boys : Girls :

- 6.2 If any boy/girl of 6-11 years age in your family is not enrolled in school, please state reasons for his/her non-enrolment :

Boys Girls

1. Long distance of school from the village
2. No interest of the child in education
3. No utility in sending to school
4. Poor economic condition of family
5. Too early to send him/her to school (age)
6. Insincere teachers in school
7. Inconvenient school timings
8. Needed in family occupation
9. Needed for household work
10. Needed for care of younger children
11. No lady teachers in the school
12. Others (specify)

Regularity in School

7. If children in 6-11 years age group are enrolled in school, do they attend their school regularly?
- Boys : Yes/No Girls : Yes/No
8. How many days did they attend the school last month?
- Boys : Girls :
9. What do they do if they don't attend their school?
- Boys : Girls :
- 9.1 If they don't do anything during their absence from school, please specify reasons for their non-attendance?
- Boys :
- Girls :

Drop-Outs

10. Has any child in your family left the school without completing studies? Yes/No

- 10.1 If yes, please give details about him/her:

Name of the child	Sex M/F	Class in which dropped	Age at which dropped
1.			
2.			
3.			
4.			

11. What were the reasons for your children dropping out of school? Boys Girls

1. Inability to bear school expenses
2. Household work
3. Looking after siblings
4. Engagement in earning to improve family's economic condition
5. Opposition in family over sending of young girls to school
6. No lady teachers in the school
7. No utility of school education
8. Child's lack of interest :
 - a) Bad company of non-school going children
 - b) Disinterested in education
 - c) Failure in examination
9. Illness
10. Inconvenient school timing

11. Teacher's indifferent attitude towards students
12. Harsh behaviour of teacher
13. Irregular/Uncommitted teacher
14. Waste of time - no proper teaching in school
15. Others (specify)

12. Would you like to send your non-school going child/girl to school and see that he/she completes studies?

Yes/No

- 12.1 If yes, under what conditions it will be possible for you?

Boys Girls

1. Enrolment of non-school going children
2. Regularity in attendance
3. Completing the school education

13. Is any of your school going child/girl getting any assistance from school?

Yes/No

- 13.1 If yes, what?

14. On whose schooling you put more stress?

Daughters : Sons : Both : None :

- 14.1 If son, what are the reasons?

1. A son is to get educated as he is to earn his bread
2. A son needs education to add to the family income
3. A son's education is important for the parents as he is to maintain them in their old age.
4. A son's education adds to the status of the family
5. The community gives prime importance on the son's education
6. If any other, please specify:

14.2 If stress not on the daughter's education, what are the reasons?

1. Marriage is the 'be-all and the end-all' of a daughter's life
2. A daughter normally depends upon her spouse for her livelihood
3. A daughter cannot digest the contents of education
4. A daughter's education does not add to the status of the family
5. Getting a suitable match for an educated daughter is problematic
6. If any other, please specify.

14.3 If you are giving importance on your daughter's education, give reasons:

1. An educated girl can become self-reliant and confident
2. Education increases the employment opportunity for the girl
3. An educated daughter can fetch a higher bride price/Mehar
4. The amount of dowry will be lessened for an educated girl
5. An educated girl can ensure education for further generations
6. Education of a girl can improve the health and nutritional status of the family members
7. Education can make the girls and women conscious of their legal rights in the society
8. Education will prepare the girls for decision making process in all walks of life. For example, family, panchayats and legislatures and will prepare them to take up leadership roles in the society

9. Education can bring health consciousness among the girls and as such can reduce the family size and put a check on maternal and infant mortality
10. Education can hike the age of marriage
11. If any other, please specify
15. Please give your suggestions on the following questions:
Do you want any change to be brought about in the present education systems of the school?
Yes/No
- 15.1 If yes, please specify
16. Do you want any change to be brought about in the present curriculum?
Yes/No
- 16.1 If yes, please specify
17. Do you want any change to be brought about in the society which will encourage the girls to go for education?
Yes/No
- 17.1 If yes, please specify
18. What more supportive mechanisms you are expecting which can promote education for your children?
- a) For the girls
 - b) For the SCs
 - c) For the STs
 - d) For the Muslims